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ABSTRACT

The document contains instructional materials for a course called Getting It Together (G.I.T.-7) which is designed for the seventh grade level. The course, an exemplary career education project of the Cal Young Junior High School in Eugene, Oregon focuses on two major areas: (1) self-awareness--22 lessons focusing on learning activities dealing with the vocabulary and concepts of self-awareness and life roles, and (2) the world of work--21 lessons focusing on learning activities dealing with the vocabulary of the world of work, job application, work roles, and job study. Objectives and Procedures for each of the lessons are listed. The major portion of the book (89 Pages) contains 49 appendixes which are the student worksheets and instructional materials to be used together with the lessons presented in the text. A summary of the project, an annual report, and a final evaluation report conclude the document. (EC)

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G.I.T.-7 (Getting It Together)

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CAL YOUNG JUNIOR HIGH SCHOOL
Eugene, Oregon

A TEACHER'S GUIDE

"An Integrated Approach to Junior High Career Education"
partially funded by the State of Oregon Career Education
Exemplary Project Grant

BEST COPY AVAILABLE

Issued by School District 4J
Lane County
Eugene Public Schools
200 North Monroe
Eugene, Oregon 97402

Millard Z. Pond, Superintendent

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A Publication of the
Instruction Department 1973

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GETTING IT TOGETHER

FIRST EDITION

by
CAROL J. GORBY
Career Education Teacher
Cal Young Junior High School

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ISSUED BY SCHOOL DISTRICT 4J · EUGENE, OREGON

EUGENE PUBLIC SCHOOLS
School District 4J, Lane County
Eugene, Oregon
April 23, 1973

TO: Mr. Robert Berkley, Cal Young Junior High School

FROM: Directors of Education by Evelyn Piper

SUBJECT: Visitation of GIT Program

After visiting in the career orientation (GIT) class of Miss Gorby and Mr. Early, I had a number of reactions which I would like to share with you.

Student interest and application in these classes were unusually high. The responses that were elicited from the students were serious and reflected a genuine involvement of the student.

The curriculum materials were appropriate for the purpose and the age level.

Language arts skills were being learned in a meaningful situation. Definite reading skills were being pursued within the context of a meaningful situation. Emphasis was placed on students expanding their vocabularies and scanning reading materials for a particular purpose.

The finished work of students reflected a high degree of commitment to achieve. (One student commented to me at the close of the period, that he had never been required to write so rapidly before. He was serving as the recorder for two other students).

The completed self awareness booklets shared with me from a previous class indicated that a significant amount of counseling had taken place through the program. The counseling was not the usual that of one student to one adult but rather an opportunity for a student to have a guided experience in beginning to understand his own values and beliefs. (I shared the booklets with Mrs. Pat Johnstone, the Multi Racial Education Specialist. She was very interested and pleased, and she stated that she had used similar materials successfully with adults and they had often questioned why these materials had not been made available to them at an earlier age so that they might have had a better understanding of themselves.

The two people, Miss Gorby and Mr. Early, are to be commended for their work with students in this program. I was intrigued with the self teaching aspects of the materials. Miss Gorby particularly seemed to be taking full advantage of this, as she spent a very brief time in the explanation, the students moved directly to their task with the minimum of lost motion.

The students response was refreshing at an age when they are expected, by too many, to be irresponsible!

EP:fh
cc: Miss Carol Gorby
Mr. Kevin Early

Pupil Services
Eugene Public Schools
School District No. 4J, Lane County
Eugene, Oregon

April 17, 1973

TO: Bob Berkley, Principal, Cal Young Jr. High School

FROM: Don Menefee, Director, Pupil Services

RE: Visitation on April 17, 1973

I was very pleased with the type of instruction carried on in Carol's and Kevin's room when I visited on April 17.

It seems that living skills were being taught that are much needed by youth. The freedom of expression in the notebooks were certainly refreshing and not stymied by many of the social restrictions in the past.

I would like to suggest and perhaps it is being done that some exercises such as the "magic circle" technique be used. These techniques are very adaptable to the type of work being done and are quite effective.

Thank you for inviting me to share in the classroom.

cc: Carol Gorby
Kevin Early

SCHOOL DISTRICT 4J EUGENE PUBLIC SCHOOLS

200 North Monroe Eugene, Oregon 97402 503/687-3123

24 April 1973

Mr. Bob Berkley, Principal
Cal Young Junior High School
2555 Gilham Road
Eugene, Oregon 97401

Dear Bob:

Thanks for the invitation to visit Ms. Gorby's Career Education classes last Monday. I am impressed with the objectives designed, the content of the courses, the teaching, and the class activities I observed students involved and interested in. As we discussed, it is the kind of education that seems to be really contributing to the fulfillment of a long-time goal in education - namely providing life experiences and relevant preparation of youngsters for entry into the "adult" world.

I would encourage you to pursue inservice for your building staff and also for District 4J Administration. Share the word! As you know I am a believer in Career Education as it is being attempted in programs such as Cal Young's. If there is any way I can be of assistance, let me know.

Sincerely,

Jan Sjolander, Specialist
Career Awareness

cc: Dr. Evelyn Piper
Ms. Carol Gorby

MEMORANDUM FROM

JAQUELYN R. ANDERSSON
Career Education Coordinator
Home Economics, Health Occupations

Eugene Public Schools
200 North Monroe Street
Eugene, Oregon 97402
342-5611 Ext. 350

May 4, 1973
Date

TO : Bob Berkeley, Principal
Cal Young Junior High

RE : G.I.T.

I'd like to take this opportunity to thank you for inviting me to your observation of the G.I.T. and SUTOE classes at Cal Young yesterday. Cal Young has definitely led the district in career-exploration program development to date, a fact which becomes very obvious during a visitation such as yesterday's.

It is my hope that our other junior highs will eventually include similarly broad-based programs. I certainly intend to encourage those directly involved in career exploration in the other schools to visit Cal Young, if that is agreeable to you.

The next step for Carol, it would seem, is to attempt some coordination with specific people on the Sheldon staff. I would be happy to initiate something along this line if you'd like.

cc: Carol Gorby

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P R E F A C E

G.I.T.-7 (Getting It Together)

career education for seventh graders
Cal Young Junior High School
Eugene, Oregon

In the Spring of 1972 a federal grant was awarded to Cal Young Junior High to develop a career education program for seventh and eighth graders. The program was to be taught through the Learning Resource Center of the school and was to reach every seventh and eighth grader. S.U.T.O.E. (Self-Understanding Through Occupational Exploration) was already being taught as a ninth grade course in career education and so would continue for ninth graders electing it. It was decided that since our eighth graders had had no previous exposure to formal career education that both seventh and eighth graders would be taught G.I.T.-7 in the year '72-'73 and then the eighth grade course, G.I.T.-8, would be developed in the year '73-'74. At the end of the school year '73-'74 there would be two separate G.I.T. courses required of all seventh and eighth graders, and then SUTOE for ninth graders on an elective basis. G.I.T.-7 and -8 are nine week courses and SUTOE is a semester course. It is possible then for a student to receive a full year of career education within his three years at Cal Young.

The enclosed material is the G.I.T.-7 course. A teacher using this material should adapt any and all of the lessons to fit himself and the students being taught. It is important that a good group feeling is developed. It will be easier to do this if the teacher becomes part of the group by building his own book on self-awareness and is willing to share his own feelings in group discussions. Also, all types of students should be mixed in the G.I.T.-7 groups. Getting to know how others view things is an important part of the course.

Carol Gorby
Career Education Teacher
Cal Young Junior High

Robert Berkley
Principal

INTRODUCTION

The initial objectives of our program were developed for a larger project than was eventually funded. As the project began to develop so many of the original objectives proved unrealistic for junior high that it was decided late in the first quarter of work to consider the first semester of our work as experimentation. We then decided to test various materials with our G.I.T. and S.U.T.O.E. students to find what is effective with a seventh grader; what works better with ninth graders, etc.

It became apparent once we began to focus on where youth really is, that much of the frustration met early in the GIT program was due to students generally not being able to read at a level expected of them. Also, students, no matter how much we believe them to be future-oriented, are really more interested in the present. This is especially true of the average seventh or eighth grader. Motivation was not really as easy as training in career education had led us to believe.

The first semester, then, was a "probing" of just what the students in our program would respond to in terms of career education. The actual GIT-7 program did not start from our point of view until the second semester. At that time our course was developed around two foci: 1) self-awareness and 2) the world of work. Below are the objectives that we believe can be realistically met in the GIT-7 program.

PART 1 - Self-Awareness:

1. the students will be able to score at least 90% accuracy on a vocabulary of self-awareness in the following areas:

values and goals	interests
interpersonal relations	abilities-aptitudes
personality	physical characteristics
background and experiences	

3. the student will be able to identify the 5 life roles of an individual in our society and relate these roles to himself at the present time with the knowledge that each role is likely to change with maturity.

4. the teacher will develop classroom materials with the low-ability leader in mind.

PART 2 - The World of Work:

1. The student will be able to score at least 90% accuracy on a vocabulary test dealing with the world of work.

2. the student will complete a sample job application and then analyze a completed application from an interviewer's point of view.

3. the student will get release-time from school to visit on-the-job with a parent or parents if it can be arranged.

4. the student will be able to identify at least 8 different occupational clusters and give examples of jobs in those clusters.

5. the student will know how to make use of library resources for job study - specifically he will be able to use the card catalogue and the Readers' Guide.

6. each student will write and send a business letter requesting free materials about an occupation of interest to him.

7. the student will be able to take any data - people-things number classification for a particular job and tell which of the three areas is most involved in the job.

8. the student will have an understanding of money's buying power and so will be able to list typical expenses for a family per month.

9. the student will be able to describe what a person must do to get a job.

10. the student will be able to list at least 5 resources for job study.

11. the student will be able to describe a hierarchy of work roles in a typical business and see the hierarchy in terms of varying skills and responsibilities required for each role.

G I T - 7

part 1

SELF-AWARENESS

Topics of study in each emphasis of the GIT-7 program with short descriptions of each activity:

PART 1 - Self-Awareness

The vocabulary of self-awareness:

1) Twenty-seven words chosen for vocabulary list. Five lists of five or six words each were formed so we could focus on a few words at a time rather than overpower the student with a long list.

Vocabulary lists:

physical characteristics	sympathetic	cheerful
personality	self-reliant	courteous
confident	trustworthy	loyal
optimistic	honest	cooperative
helpful	pleasant	poised

self-controlled	modest
punctual	patient
tactful	reliable
alert	thorough
persistent	leisure
sincere	ethics

2) Pre and Post testing of vocabulary.

3) Words of the week "hung" about the classroom for emphasis - makes it easier for low-ability readers to recognize the words.

4) Cartooning of vocabulary words.

5) Vocabulary puzzles for students to work.

6) Vocabulary test is developed to teach reading of the vocabulary words.

Self-Awareness activities:

Students create a book of activities they complete in class to facilitate forming mental pictures of self.

Concepts taught, with activities directed toward that concept goal:

1) values and goals-

Life Raft (students make a choice of people to be saved in a ship wreck)

20 Things I Love to Do (listing of each student's 20 things are evaluated as to why they are listed)

Priority Ladder (students rank current issues according to their own priorities and compare with others' views)

2) self-image-

Coat-of-Arms (students each draw a coat-of-arms to represent accomplishments, concerns of the individual)

Personality Poll game (students vote anonymously as to who in the class best fits specified traits)

Who Are You? (students list 10 things that tell who they are)

3) interpersonal relations-

Communications Lab (activities interpreting tone-of-voice, facial expressions)

4) personality-

Personality assessment sheet (students react to various questions; also rate themselves on a scale from 1-5 on various traits, they then have a parent and a friend rate them on these same traits and compare)

Are fou Someone Who? (checklist; yes or no; Example: "Are you someone who will probably wear long hair all of your life?")

5) background- experience-

Pages for an Autobiography (time-line and questions applying to it)

Letter to Myself (letter written at beginning of course, sealed to be read the last day so students can see change in themselves)

6) interests-

20 Things I Love to Do (see above)

The Pie of Life (a circle graph of how a typical day is spent)

7) abilities- aptitudes-

Coat-of-Arms (see above)

8) physical characteristics-

Make a clay head of yourself (makes students aware of their own features and how they differ from others)

Life Roles of an Individual:

One day for each role is set aside to get students to see where they fit in each role.

1) Family Role

A Family Tree

2) Citizen Role

Current issues activities (each student makes a button that expresses his opinion on some current issue; also writes a mock telegram to some official urging some action on a current issue)

3) Leisure Role

Group uses phone book to identify local businesses dealing with leisure activity

Pie of Life (students make a circle graph of how they spend their free time)

Percentage Questions (of how free time is spent)

4. Ethical Role

Who's to Blame? (students react to a situation where several persons are involved in wrong doing; students decide who's to blame)

5) Work Role

Questionnaire: How Do You Feel About Work?

Me at Age 25 (a group of essays students write on how they see their futures)

PART 2 - The World of Work

The vocabulary of the World of Work:

demand	marital status	maiden name	advancement
journeyman	employer	skill	salary
apprentice	employee	dependents	D.P.T. number
social security	prestige	unemployment compensation	training
fringe benefit	reference	earnings	profession
blue collar worker	white collar worker	avocation	vocation
outlook	trade		

Getting a Job and Work Roles:

Classroom set up as a simulated "business" with teacher as Personnel Manager. Students must apply for a classroom position, take an employment test to show their skills match skills required of their positions, and interview with the Personnel Manager for the job.

Job Study: Under the guise of the classroom business students will work on job study to learn use of resource materials.

Students will receive a paycheck which will then be "spent" in a lesson about typical monthly expenses for an American family.

Data-People-Things classification of jobs

Students will determine a personal D-P-T number for themselves and learn a general meaning of the D-P-T classification.

Supplies and Materials needed:

Reference book for teachers - Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Simon, Howe, and Kirschenbaum, Hart Publishing Co., Inc., N. Y. 1972 $3.95 in paperback

Enough Occupational Outlook Handbooks for every 2-3 students

6 or 8 copies of The Dictionary of Occupational Titles, Volume 1

manila filing folder, one per student

newsprint, 18" x 24"

white construction paper, 18" x 24"

colored construction paper, 18" x 24"

scissors

glue

scotch tape

variety of felt pens

rulers

9" x 12" tagboard

10 small mirrors (Lesson 8, Part 1)

access to modeling clay (borrow from your art department; don't buy! Lesson 8, Part 1)

magazines with lots of pictures to cut out

butcher paper

Do these things well in advance!:

order film: "Careers: Health Services" (Lesson 16, Part 2)

prepare games: PERSONALITY POLL (Lesson 21, Part 1)
CLUSTER GITTO (Lesson 17, Part 2)
SUCCESS (Lesson 20, Part 2)

buy candy for prize - (SUCCESS game)

prepare tapes: tone-of-voice communication (Lesson 4, Part 1)
vocabulary training session (Lesson 6, Part 2)

Self-Awareness - Lesson 1

Objectives:

1) to establish class procedures
2) students will be familiar with each others' names
3) students will list ten answers to the question: "Who Are You?"

Procedure:

1. Give each student a manila folder and have him write his name on it.

   Establish that these belong to the student - will be handed out each day and collected at the end of the period.

2. Have students give their names; play the game briefly:

   Have students sit in a circle and designate one student to start the process by saying his first name. The person next to him says the first person's name and then adds his own. The third person says the first and second person's names and then adds his own, etc.

3. Ask for 2 volunteers from the class to be interviewed.*
   Ask the first student: Who are you? (Write answer on the board)
   Who else are you? (Write answer)
   etc. - repeat to get 10 answers.

   Follow the same procedure for the second student.

   Assign for all: Write down your own ten answers to "Who am I?"

   Place your listing in your folder when you are finished.

4. If there is time:

   Scramble the letters of names of students in the class and then write them on the board - the students then unscramble them which has them talking to each other to get correct spellings, etc.

* Adapted from Values Clarification, Simon, Howe, and Kirschenbaum, Hart Publishing Co., Inc., N.Y., 1972. Strategy Number 54: Who Are You?, pp. 306-307

Self-Awareness - Lesson 2

Objectives:

1) to reinforce learning of student names
2) to pretest students in self-awareness vocabulary
3) students will write a letter to themselves to be read later in the course so students will be aware of the effect the passing of time has on feelings, interests, etc.

Procedure:

1. Establish that there are 27 words you will expect them to know for the first part of the course. You want to give a pre-test to find out how much they already know. Emphasize that being able to read the words is as important as knowing its meaning so you have a multiple-choice test where you will read the possible meanings and all they will have to do is read the word defined and pick its correct meaning.

   Hand out vocabulary test. Stress that the pre-test will not be counted against them and if they don't know a word they should leave it blank -- don't guess!

   To administer the test:

   Tell the students to look at the first word. Then, you read all 4 definitions to them. Tell them to write the letter of the correct definition under the word.
   (Note: Allow students who are capable readers to work ahead)

2. Assign:

   Write a letter to yourself: at least one page long.

   Use form -

Street Address City, State Zip Date Dear (student's first name)

Write about - how you feel today - what bothers you? what is good?
what have you been doing lately?
who are the important people in your life?
favorite songs, sports, events, etc.

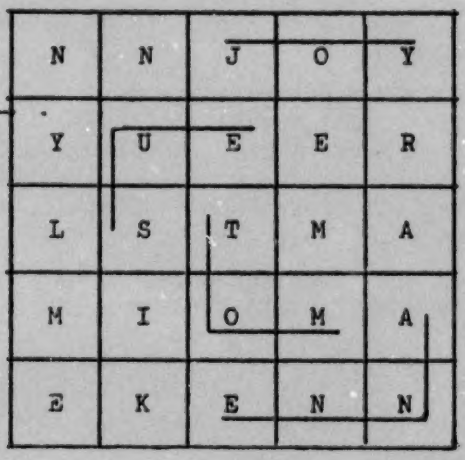
When finished, fold 2 or 3 times and staple to the inside of your folder -- will not be opened until told to do so at end of course

3. Hand out puzzle of class names to take home or use if some finish early.

You should have the puzzle prepared with students' first and last names scattered throughout. Be sure to include everyone enrolled in the class.

directions for puzzle:

Names of persons are placed in a square grid so that a continuous line can be drawn from one letter to the next in order, without making a diagonal line. Sue, Tom, Anne, Joe, Joy, Ken, Mary, Mike, and Lynn may be found in the diagram shown. This will give you the idea. Use as many names of members of the group as possible to add personal interest. A crossword of 10 by 10 blocks is probably as large as manageable.



Self-Awareness - Lesson 3

Objectives:

1) students will begin building their books on self-awareness
2) students will define their first five-word list of vocabulary words

Procedure:

1. Write the 5 vocabulary words on the blackboard:

personality	optimistic
physical characteristics	helpful
confident	

Have students copy the words and define them together try to get a simple definition close to those on the original vocabulary test.

Students copy definitions too

Don't mimeograph the words and definitions for the students. For some of them this one-time writing will be the only "study" they do of these words.

2. Inform students about the books they will be writing for themselves.

Show them the sample with your "Who am I?" neatly done and possibly decorated.

Emphasize: they can decorate the pages
class assignments will be in the book
work must be neat, spelling correct

Have students mount their "Who am I's?" from Lesson 1 on a page - keep page in their files

*pages of book are newsprint - cut 18" x 24" sheets into 9" x 24" sheets to be folded to 9" x 12" size

3. If there is time left over:

Discuss various ways we communicate --

the words we say
facial expressions
tone-of-voice
dress

Self-Awareness - Lesson 4

Objectives:

1) students will be aware of several ways we communicate
2) review five vocabulary words.

Procedure:

1. Read the definitions of the vocabulary words through the sentences below.
Have students write the missing word.
Write words on the board for all to see so spelling is not a problem.

Answers:	Read to class:
helpful	1) If a person is always assisting other people in a useful way we would say he is ___?___.
physical characteristics	2) I noticed that (name of a student) has (color) eyes. This reference to (name)'s outward appearance is an example of one of (name)'s ___?___.
confident	3) Mohammed Ali always seems to be sure that he will win every bout he fights. His being sure of himself shows he is ___?___.
personality	4) Flip Wilson always seems to be full of fun. This is just the way he is as a person; so his being full of fun is part of his ___?___.
physical characteristic	5) Marie has a very slender body build. Being slender is a ___?___ of Marie's.
optimistic	6) Everyone complains that food prices are getting higher and higher. Some people who are trying to see the bright side of the situation say that things will be better soon. These people are being ___?___.

Read answers. Tell group that those who missed any should study for the test next time.

2. Communications Lab (see accompanying sheets)

   A. Introduction (transparencies on overhead)

   B. Tone-of-voice tape

   C. Slides of faces
   Have students list words describing the face and a sentence describing what they think may have caused the facial expression.

COMMUNICATIONS LAB

1. Introduction:

Communication is not only the saying of words. It involves much more:

You can say, "Gee, he's a nice person." (meaning it)
or, you can say, "Gee, he's a nice person." (not meaning it)

By the tone of my voice you can tell that I mean two opposite things even though I'm using the very same words.

Besides the tone of your voice, your facial expressions also communicate:

(Transparency 1--faces)

How you are dressed--your appearance communicates:

(Transparency 2--clothes)

We, as people, are constantly involved in communication. We are both transmitters and receivers:

(Transparency 3--transmitters and receivers)

We transmit what we are thinking and feeling, what we really are by the way we dress, look, speak, and act. And, we receive the same kinds of clues from the people around us.

We are going to go through a series of experiments to see how much we know about communication.

2. Interpreting the tone of voice:

Listen to the tape. You will hear the same expression said two or more different ways. On a sheet of paper, write what you think the difference is between the expressions.

Play tape. Allow time between each set of expressions for students to write a response.

Note: Making a tape on tones of voice is fairly simple. Just take an expression and state it different ways. A good one is just the word "yes." Said different ways, "yes" says many things.

Ask students: What did you think was being said? How many agree? Anyone disagree? Why? Talk about miscommunication briefly.

3. Facial expressions:

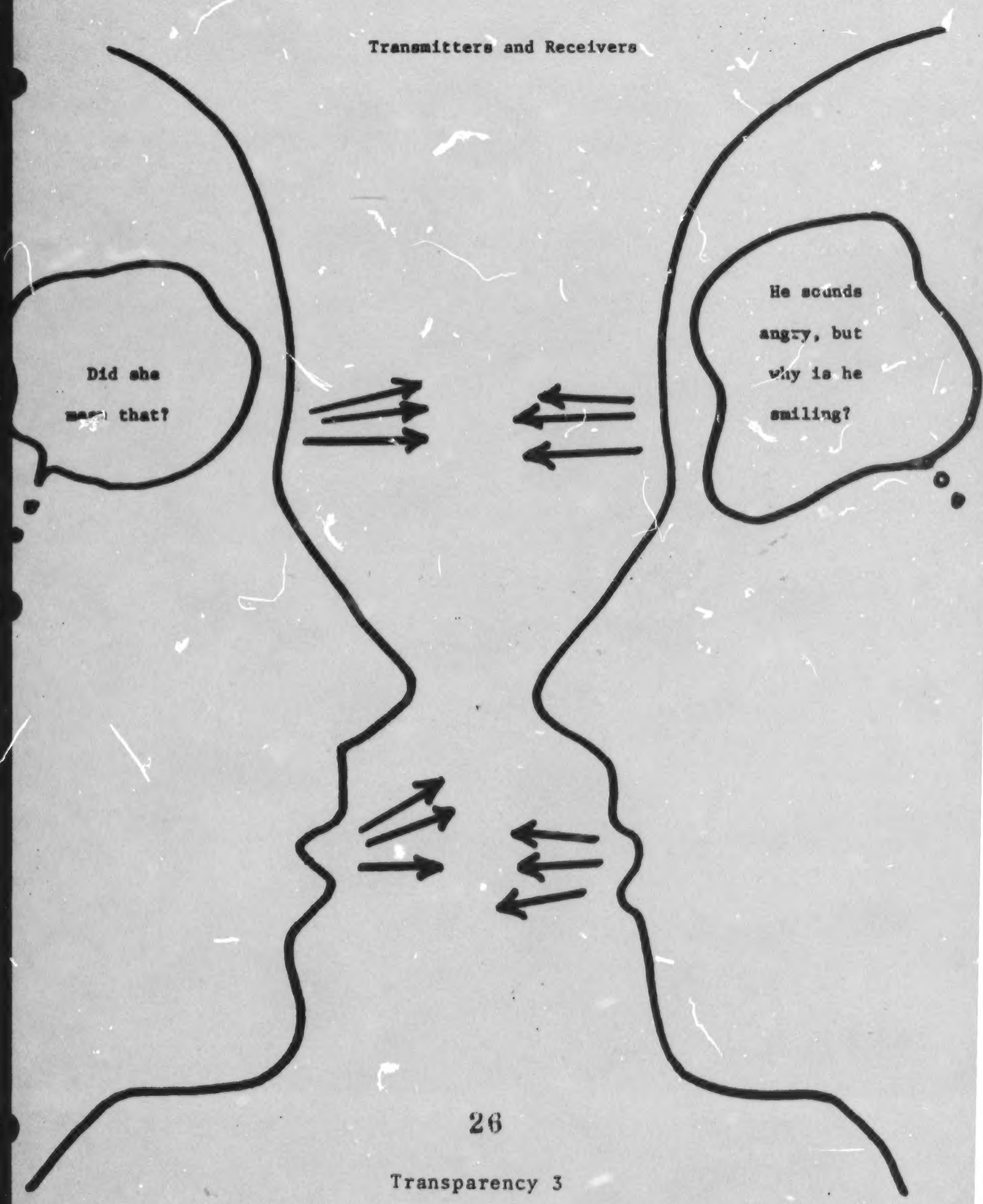
Another important clue in communication is facial expressions, or how our faces appear at any given moment.

WHAT DOES A FACE SAY?

YOUR CLOTHES TELL ABOUT YOU

Transparency 2

Transmitters and Receivers



Self-Awareness - Lesson 5

Objectives:

1) students will be tested on their first 5 vocabulary words
2) students will be introduced to five new words
3) students will begin work on an autobiographical time line of themselves to see changes in life pattern and establish some personal background.

Procedure:

1. Hand out a vocabulary test of the first five vocabulary words (make up this test from the total test given in Lesson 2)

   Follow the procedure of reading the multiple choice parts of the test to the class but make the kids read the vocabulary words.

2. Introduce 5 new words as in Lesson 4:

   Have students copy the words and definitions

sympathetic
self reliant
trustworthy
honest
pleasant

3. Give students the instruction sheet for the "Events of My Life"* time line

   Discuss sheet briefly and show the students the sample you made so students know how to use the time-line and accompanying keys. Keys are just charts of explanations to various symbols on time line.

   Hand out newsprint (9" x 24") and allow students to start working.

   Very few students will get very far, tell them to go home and discuss with parents to get information for furthering their time lines.

   Tell them they will be able to work the next class session on the time line.

* Adapted from Values Clarification, Simon, Howe, and Kirschenbaum, Hart Publishing Co., Inc. N.Y., 1972. Strategy Number 36: Pages for an Autobiography", pp. 236-240.

Self-Awareness - Lesson 6

Objective:

1) students will work on their Events of My Life time lines

Procedure:

Allow students to get to work immediately

Walk around giving encouragement, discuss backgrounds with individual kids as they work.

Stay active in the classroom. Be involved.

Self-Awareness - Lesson 7

Objectives:

1) to test students on second list of five vocabulary words
2) students will finish Events of My Life time-lines and include them with their "Who Am I?" pages.
3) students will be given a word-search puzzle of the 27 vocabulary words to help them with the spelling of the words.

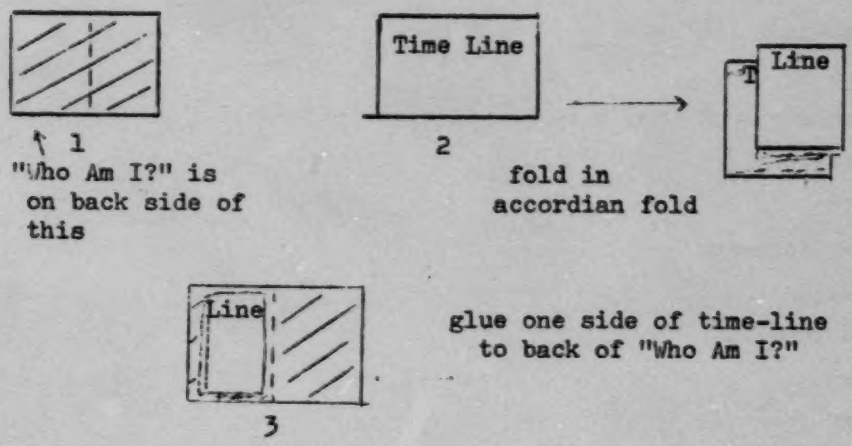
Procedure:

1. Test the vocabulary words as before.

2. Tell students to finish up their time-lines; allow 15-20 minutes.

   If some students are still not finished tell them they should take them home.

   As students finish show them how to include their time-line with "Who Am I?" so the center of the time-line is not stapled and can be read.



3. Once a student glues the time in the book give him the vocabulary word search puzzle. Tell him this is set up like their name finding puzzle from Lesson 2.

   All students should get the puzzle after the 20 minutes given for the time-line.

Self-Awareness - Lesson 8

Objectives:

1) student will be more aware of his own facial characteristics in comparison with others

Procedure:

Review term "physical characteristics"

ask: What kind of nose do you have? ears?

Today we're going to try to make clay heads of ourselves being a good artist is not important - use mirrors

Hand out diagrams of heads, discuss placement of eyes, etc., briefly.

Demonstrate as students work: (NOTE: See your school's art teacher about hollow ball sculpturing)

(allow 30 minutes only so can clean up room and kids)

1. punch in eye holes
2. form nose
3. form chin and neck (may have to add clay for chin)
4. shape cheeks
5. add mouth
6. add balls for eyes
7. make eyelids
8. make eyebrows
9. make ears
10. "perfect" features to your own

Self-Awareness - Lesson 9

Objectives:

1) to introduce 5 more self-awareness vocabulary words
2) to make students aware of their interests and what possibly has influenced their choice of interests

Procedure:

1. Introduce the five new vocabulary words:

   Have the group define the words and then copy their new list for study

cheerful
courteous
loyal
cooperative
poised

2. Give each student the "20 Things I Love to Do"* sheet

   Stress that the listing should be things a person loves to do not just likes. Start each sentence with "I love to _____"

   Push students to get 20 things listed
   Then explain the coding system to the class.

* Adapted from "An Introduction to Value Clarification," J. C. Penney Educational Kit, J. C. Penney, Inc., 1301 Avenue of Americas, N.Y., N.Y. 10019, 1972.

Self-Awareness - Lesson 10

Objectives:

1) to review vocabulary words
2) to get students to "take a stand" on social issues

Procedure:

1. Review five present vocabulary words orally:

   Which of the following words is demonstrated by these actions:

   Words: cooperative, poised, courteous, loyal, cheerful

   a) In class today one student said I was in a bad mood. Dan made me feel better because he said it wasn't fair to say that since I'm not usually that way. Dan was being __?__. Ans. loyal

   b) It is really remarkable that many kids can so easily get up for solos in school concerts. They don't even seem nervous. These kids are __?__. Ans. poised

   c) Randy came to class today with his usual happy smile. I enjoy him because he is always teasing and in a happy mood. Randy is a __?__ person. Ans. cheerful

   d) Dawn was a big help last week making posters. She was willing to work and didn't complain when she was asked to take one home to finish it. Dawn is __?__. Ans. cooperative

   e) Scott is the kind of person who always thinks to help someone else. He offers to help carry heavy loads, or hold a door or whatever. He is really polite to everyone. He is __?__. Ans. courteous

2. Before class make a "ladder" of 10 rungs on the classroom floor with masking tape. Mark the rungs 1-10.

   Hand out the priority ladder* with accompanying statements to each student.

   a) Have the students rank order the statements on their ladders by copying the key word from each statement.

   b) Once all the students have their ladders prepared have the whole class stand.

      Call out a key word from any one of the statements and ask everyone to stand on the masking tape ladder where they played that key word. Then interview a few people along the ladder as to why they rated that issue as they did.

      Then, call out a second key word, etc., until all issues are discussed or time is up.

*From an article Values Clarification and Shalom by Sidney B. Simon in Colloquy, United Church Press, Philadelphia, Pa. July/August 1972.

Self-Awareness - Lesson 11

Objectives:

1) to test the five vocabulary words given most recently
2) introduce the next 6 vocabulary words
3) students will fill out a form: "Would You.....?" to get some impressions about themselves and their values.

Procedure:

1. Test the vocabulary words according to established procedure.

2. Introduce the next 6 vocabulary words, define and have students copy:

self controlled
punctual
tactful
alert
persistent
sincere

3. Hand out the "Would You....?"* questionnaire

Students write "Y" - yes, "N" - no, or "M" - maybe
Teacher do this also.

After group finishes tell the students to pick out 2 or 3 statements that they circled a definite yes or no that they could share with the group.

Then, go around from student to student and ask them to tell the group which statements are significant for them.

This gives both the student and others a picture of how a student sees himself.

* Adapted from Values Clarification, Simon, Howe, and Kirschenbaum, Hart Publishing Co., Inc., 1972. Strategy Number 72: "Are You Someone Who?" pp. 366-373.

Self-Awareness - Lesson 12

Objectives:

1) students will place 20 Things I Have to Do, Priority Ladder, and Are You Someone Who? in books.
2) to introduce the 5 Life Roles of a person

Procedure:

1. Remember at the beginning of this course we did an assignment entitled "Who Am I?"

   There are 5 things that every person could put on his Who Am I? list:

   1) family member - brother, sister, mother, father, aunt, niece, cousin, son, daughter
   2) citizen - we belong to a country
   3) we all do things for fun - leisure person
      some of us bowl, ride horses, draw, watch TV, skate, ski, play basketball, etc.
   4) we all have things we believe in - ethics - ethical person
      different for every person; for some people it's religion
      it may be a belief in equality of all people
      it may be practicing honesty, etc.
   5) worker - even now work is part of your life-as you get older it will take up more of your life
      people have to earn a living

   We are going to look at each of these roles in the next couple of weeks.
   Hand out diagram of the 5 Life Roles
   Tell class to keep for books.

2. Tell students to glue 20 Things I Have to Do, Priority Ladder, Are You Someone Who? and The 5 Life Roles Diagram on newsprint for books.

3. Students may work on any make-up work for the class or study vocabulary if there is time left over.

   Tell students to find out the first names of their grandparents for next time.

Self-Awareness - Lesson 13

Objectives:

1) to review the 5 Life Roles
2) to stress the family role through the making of a family tree
3) to test list 4 of the vocabulary words

Procedure:

1. Make a listing of the 5 Life Roles of an individual on the board with help from the class

2. Test students over the last 6 words studied for vocabulary building

3. Today our focus is the family member

   We are going to make a simplified family tree through your grandparents.

   You should include: you, your brothers and sisters
   your grandparents
   your aunts and uncles
   any nieces and nephews

   Hand out sample diagram of a family tree.

   Tell students to fill in first and last names for family members rather than just writing "grandma" or "uncle," for example.

   Hand out 9" x 24" newsprint and rulers for making diagrams
   Felt pens may be used for color

   Tell students to take these home to finish

Self-Awareness - Lesson 14

Objectives:

1) to make students aware of social issues that concern them - the citizen role

Procedure:

Have class set up in a circle so students can see each other, if possible.

1. There are many issues facing our nation today that each of us as a citizen must face. We are going to talk about that today.

   Our emphasis today is the citizen role. What are the other 5 life roles?

2. Let's See How You Stand

   We're going to take a few votes on social issues

   to vote yes - raise your hand
   to vote no - point thumbs down
   undecided or a "pass" - fold your arms.

   Ask these questions and take the vote after each one - don't make value judgements, all you want are opinions.

   If after the votes are all taken the group wants to further state opinions on specific questions allow this briefly.

   Questions: (examples only - make up questions to fit your situation)

   1) How many of you think that we should spend as much money as we do to go to the moon and study space?
   2) How many of you think more government money should be given to welfare programs?
   3) How many of you would want more Black students to go to our school?
   4) How many of you think that women should stay home and be wives and mothers?
   5) How many of you think people should limit the size of their families to two children?
   6) How many of you would favor a law to limit families to two children?
   7) How many of you believe in capital punishment for some crimes?
   8) How many of you would turn in a drug pusher?

3. In our society one way we show other people how we stand on an issue is by wearing buttons or some people put bumper stickers on their cars.

   Hand out tabboard paper, felt pens and scissors and tell students to make either a button or a bumper sticker about an issue they care about. They must be original designs.

4. End with a sharing of the buttons and bumper stickers.

   Post the resulting products in the class for a day or two then hand back for books.

Self-Awareness - Lesson 15

Objectives:

1) to introduce the last 6 vocabulary words
2) to stress the ethical role of people
3) to make students aware that they each have a set of ethics

Procedure:

1. Define and have students copy the following words:

modest
patient
reliable
thorough
leisure
ethics

2. Today we are going to talk about the ethical role of a person and see if you can discover that you have your own set of beliefs and values.

   A. Read the story: "Who's to Blame?" to class from Values Clarification*p. 374

   Have students rank-order from 1-4 the people in the story - 1, being the worst person and 4 the best. None of the people are particularly admirable.

   Discuss different results. DO NOT TRY TO COME UP WITH A SOLUTION FOR THE GROUP!! - ALL OPINIONS ARE VALID

   NOTE: 4 people are: high school student
   used car dealer
   new-house buyer
   banker

3. The Life Raft

   A. Put students in groups of six - Hand out copies of "The Life Raft" to all students -- Read story together
   Decide as a group. Choose seven.

   B. At the end of the period allow kids to discuss results and difficulties with the problem
   Try to get students to look at what rules of ethics they followed in making their decisions.

*Values Clarification, Simon, Howe, Kirschenbaum, Hart Publishing Co., Inc. 1972
Strategy Number 73: "Who's to Blame?" pp. 374-377

Self-Awareness - Lesson 16

Objectives:

1) to review 5 Life Roles
2) to get students to examine the leisure role specifically
3) students make a circle graph of their leisure time

Procedure:

1. Review 5 Life Roles and write them on the board
   1) Family Member
   2) Citizen
   3) Ethical person
   4) Leisure person
   5) Worker

2. Emphasis on Leisure Roles: The Leisure Pie*

   All of us have free time that we fill in various ways depending on individual tastes

   Many experts predict that we are going to have more and more free time in the future.

   Lets look at how you spend an average day:

   (Give each student a Leisure Pie graph)

   Each slice of the pie represents one hour
   Everyone estimate how many hours or parts of an hour you spend on each of the following areas on a typical <u>school</u> day.
   1) on sleep?
   2) on school?
   3) on a part-time job?
   4) with friends?
   5) on homework?
   6) alone (watching TV, reading, etc.)
   7) on chores around the house?
   8) with the family, including meals?
   9) miscellaneous?

   (Have students mark and label on the graph)

3. Hand out the "What part"** questions worksheet and have students darken in the graphs to represent their feelings on their use of leisure time.

4. If time: allow students to work on books

* <u>Values Clarification</u>, Simon, Howe, Kirschenbaum, Hart Publishing Co. Inc. 1972
Strategy Number 33: "The Pie of Life" pp. 228-231

** Ibid, Strategy Number 32: "Percentage Questions" pp. 224-227

Self-Awareness - Lesson 17

Objectives:

1) to emphasize the work role of people in our society
2) to get students to think how they see themselves in the future through the paper "Me at Age 25"

Procedure:

1. See if the students can identify which life role has not been discussed -- worker

2. Hand out "How Do You Feel About Work?"

   Help slow readers with this one!

   After completed pick out some sample questions to take a vote on in class to get various opinions
   Discuss

   Have students hand in their questionnaires for tabulation
   (NOTE: results could be posted or used later on; or printed up for student reading)
   Hand these back for books.

   Emphasize that the work role will be our emphasis throughout the second half of GIT.

3. Hand out "Me at Age 25"

   Read introduction together

   Send home to be finished by Lesson 20.
   Tell students books will be handed in at that time so all work should be completed by then.

Self-Awareness - Lesson 18

Objectives:

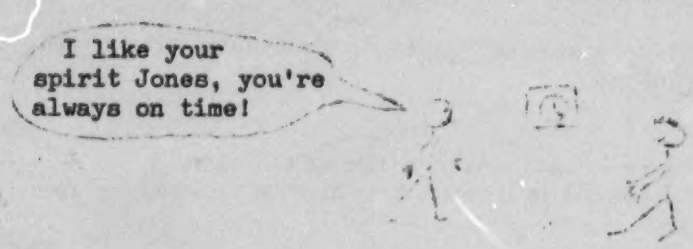
1) to test the last 6 vocabulary words
2) to review all of the vocabulary through cartooning

Procedure:

1. Test the last 6 vocabulary as before

2. Today we're going to review the vocabulary we have studied so far through cartooning

A. For example, which vocabulary word does this cartoon demonstrate:

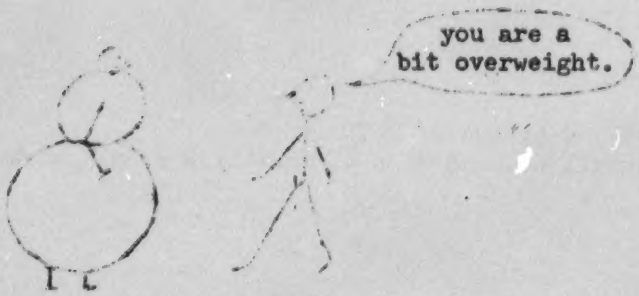


Ans: punctual

_____?

OR,

B.



Ans: tactful

_____?

3. Your assignment is to cartoon the words we have studied. Use your vocabulary lists from your files to get word list.

Take in results at period's end. Not all will finish.

Self-Awareness - Lesson 19

Objectives:

1) to further review vocabulary through a cartoon test
2) students will assess their personalities using a questionnaire
3) students will get feedback on their personalities from others

Procedure:

NOTE: Before class make up a "test" of cartoons from student ideas from previous day (sample: see Appendix 16)

1. Hand out personality assessment sheet

   Go through the sheets as a group allowing students to work ahead of the group if they like

   Emphasize the 3 rating sheets
   1 for the student
   2 for the parent
   3 for a friend

2. Hand out the cartooned vocabulary sheets for students to do.

Self-Awareness - Lesson 20

Objectives:

1) students will finish their books
2) students will make covers for their books
3) students will get an impression of themselves through making a coat-of-arms.*

Procedure:

1. Hand out 9" x 24" sheets of white construction paper.
   Fold for book covers

   Give students a cardboard shield to trace onto the covers of their books (See Appendix 17) Divide into 6 parts as shown.

2. Hand out directions for each section.
   Allow students to use felt pens and get to work

3. As students finish have them put in any items they need to into their books.

   They should have the following

   Who Am I?
   Events of My Life time-line
   20 Things I Love to Do
   Priority Ladder
   When You're an Adult Would You...?
   The 5 Life Roles Diagram
   My Family Tree
   Social Issues Button or Bumper Sticker
   The Life Raft
   The Leisure Pie
   What Part Questions
   How Do You Feel About Work?
   Me at Age 25

   All should be glued onto newsprint then covered with coat-of-arms cover and stapled.

   Hand in if finished or due next time.
   (You will keep books until end of part 2 of course)

Self-Awareness - Lesson 21

Objectives:

1) to make it possible for students to get feedback from other students as to how they are seen

Procedure:

1. Collect completed books from students

2. Play game - Personality Poll

Personality Poll - a self-awareness game

materials needed:

numbered placecards for the number of people playing
a number slide with attached paper clip for each player
1 set of attribute cards

rules and play: (see #5 below before play)

1. Give each player a numbered placecard that he places before him for all players to see. Also, each player should have a number slide and paper and pencil.

2. Choose a poll taker for the game. This person will tally the results of each poll and draw attribute cards for each round. The poll taker may play in the game as he keeps the game going.

3. To start: The poll taker will draw an attribute card and announce a personality trait to the group. Each player will pick a person from the group by number that he feels most typifies that trait. The player then moves the paper clip on his number slide to the number of the person he chooses for the given trait. All players do this privately and then place their slides in a box that is passed by the poll taker. The poll taker tallies the results and announces the number that was most often chosen by the group. Number slides are then passed out randomly to the group so that they will be prepared for the next round.

4. To score: Each player has a goal to see how often his choice matches group opinion. Any time a player chooses the number that "wins" the player gets a point. Scores are kept privately and then announced at the end of the game to find out who most accurately sees other people as others see them. Each player keeps his own score.

5. Safeguards to save hurt feelings:
   Discuss before the game that since the group has a limited number of players it may often happen that no one in the group is much like a given trait so that a chosen person may only be slightly like a trait but still more that way than anyone else in the given group.
   Also, the group may decide before it begins play to allow certain traits to be omitted from play. Any player could ask before the trait is polled that the group not consider it. The group might decide, for example, that 3 vetos would drop the word from play or some such rule.

GRIPER	BULLY	SARCASTIC
GLOOMY	SILLY	TALKATIVE
QUIET	LAZY	COURTEOUS
PATIENT	FRIENDLY	LEADER

STUCK-UP	INTELLIGENT	GOOD-LOOKING
COOPERATIVE	TIRED	PESSIMIST
HONEST	SASSY	MISCHIEVOUS
OPTIMIST	CONFIDENT	TRUSTWORTHY

ACCEPTING	SERIOUS	FUNNY
SMART-ALECK	FRIGHTENED	ANGRY
MOODY		

1	2	3	4	5	6	7	8	9	10	11	12
1	2	3	4	5	6	7	8	9	10	11	12
1	2	3	4	5	6	7	8	9	10	11	12
1	2	3	4	5	6	7	8	9	10	11	12
1	2	3	4	5	6	7	8	9	10	11	12
1	2	3	4	5	6	7	8	9	10	11	12
1	2	3	4	5	6	7	8	9	10	11	12
1	2	3	4	5	6	7	8	9	10	11	12

NUMBER SLIDES

Self-Awareness - Lesson 22

Objectives:

1) to test students on vocabulary words and self-awareness
2) to get a student evaluation of the self-awareness course
3) to give students an idea of how lives change by opening the letters they wrote at the beginning of the course.

Procedure:

1. Give the original vocabulary test (Appendix 1)
   and the self-awareness test (Appendix 18)

2. Hand out the course evaluation for all students to complete.

3. Tell students they may read their letters they wrote to themselves earlier in the course.

4. Hand out the Careers Letter Scramble reminding students that the second part of the GIT course is The World of Work.

G I T - 7

part 2

THE WORLD OF WORK

The World of Work - Lesson 1

Objectives:

1) to pre-test the world of work vocabulary
2) to tell students about parent visits to work
3) to introduce the work role simulation

Procedure:

1. Hand out pre-test for vocabulary
   Help slow readers

2. Hand out forms for parent visits

3. Discuss world of work simulation

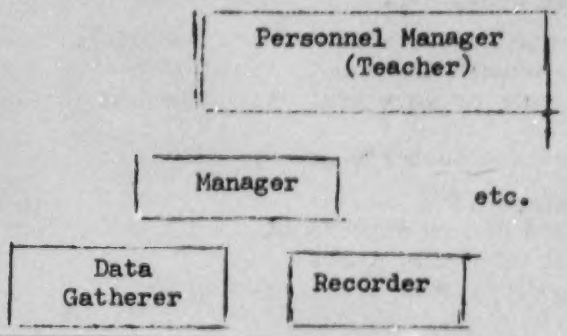
   Hand out mock ads for the 3 class positions
   Discuss law against discrimination at top of ads

   Tell students they may apply for any of the 3 positions and people are hired by their skills

   Example: I could apply to be a brain surgeon but I have none of the correct skills so would not be hired.

   The manager takes more skill - more pay - fewer such positions open.

Hierarchy of work roles:



Discuss the different duties of the different positions.
Tell students they should think about which position they want to apply for for next time.
Discuss some may choose to work at a level less than their ability.

The World of Work - Lesson 2

Objectives:

1) to introduce a job application
2) to demonstrate that skills determine the job you are hired for

Procedure:

1. Explain again briefly the 3 job roles - manager, data gatherer, and recorder and their qualifications

   Talk about the teacher's position as personnel manager:

   Teacher sets up crews and hires according to ability

   Remember you may apply for any of the 3 positions but you will not be hired above your ability

   It is possible to apply for a job below your abilities - often in real life people choose to do less than they are capable of because their values are not geared to work for work's sake, etc.

2. Hand out job application

   Your first step in getting a job
   (simulate going into an office, talking to receptionist)

   Students fill out - do as a group; define terms as you go
   stress the application as the first impression you give an employer

   Follow directions, be neat, etc.

   NOTE: Reference to two "references" needed for application
   Discuss: Who should these be? Would a note from your mother or your best friend be a good idea? etc.

3. Hand out the sample of Ken Garber's job application

   Assign: You be the employer
   What mistakes did he make in his job application
   Make a list of the mistakes
   Hand in today or next class session

The World of Work - Lesson 3

Objective:

1) to introduce the employment test as part of job application

Procedure:

1. Employers want to know as much as they can about a person before they hire him. They can't just trust what a person says about himself so they do several things to get information about an applicant:

   1) references)
   2) school records) discuss briefly
   3) past work history)
   4) the employment test

2. Employment Test

   A. Show them GATB sample-boards and materials if you can borrow them.

   B. You will take a test to help the Personnel Manager prepare for your interview to best place you.

      Skills needed are: spelling
      reading
      penmanship
      general intelligence

      Test geared to find out what skills you have necessary to the job.

      Define <u>skills</u>.

   C. Hand out test.

3. Students may work on their list of job application mistakes from last lesson

   OR,

   Give oral "test" of words from job application

   social security
   marital status
   dependents
   physical limitation
   unemployment compensation
   reference
   signature

The World of Work - Lesson 4

Objectives:

1) to give the student some idea of the job interview
2) to get at spelling of the vocabulary words through a puzzle

Procedure:

1. Hand out Interview questions sheet
   Discuss briefly

2. Show the class a sample interview by interviewing one of the students for his position (role play with you as interviewer)

3. Class works on word-search puzzle while teacher interviews rest of class one by one.

   NOTE: Try to finish interviews in one class period
   Make these interviews useful to you in picking positions for GIT, Inc.

The World of Work - Lesson 5

Objectives:

1) to establish class work roles
2) to get students to look at what kinds of things should be considered in knowing about a job

Procedure:

1. Set up work roles - announce positions and post hierarchy diagrams showing class set up

2. Situational problem:

Your business, G.I.T., Inc., does research on occupations
Newsweek magazine has asked your company to research an article called:
"Questions That Should Be Answered About Jobs:
Guidelines for the Job Seeker"
Deadline for research is at _____ (end of class period)
to be turned in at _____ (beginning of class) on next GIT day.
At that time finished product must be ready!

Example of guidelines:
1)Is the work done indoors or outdoors?
2)Does the work require a college education? How many years?
3)Where could you be trained for this work?

3. Hand out Task Descriptions. explain briefly (see Appendix 29)

4. TO TEACHER:

Once group work is turned in compile a total article from all of the groups and have mimeographed for all students to keep.
(see example Appendix 30)

The World of Work - Lesson 6

Objectives:

1) to define the G.I.T. vocabulary words.

Procedure:

1. Have students get out 2 sheets of paper and a pencil or pen (one sheet of paper may be scrap).

   Establish that sometimes businesses provide special training for employment to improve performance. Usually this is paid time beyond regular work hours.

   Tell students that they are all to attend a special Saturday training session and will be paid $20 for their attendance.

   OK, now assume it's Saturday morning and you've showed up for your training session. Your instructor is a Mrs. Jones hired by the company - (turn on overhead with picture of Mrs. Jones)

   Begin tape - (you will have to have your own tape made - script enclosed. Time your pauses to give students time to write.)

   SPECIAL NOTES:

   1) At word #6 - marital status- put up transparency words #6-13 When music goes off at end of this put up picture of Mrs. Jones.

   2) After she tells the personnel manager to give the answers to the test midway through the tape, turn tape off to give answers. Then turn tape on afterwards for #14-19

   Answers to quiz:

   1. several answers - paid vacations, insurance, paid holidays, sick leave, etc.
   2. False - collect unemployment
   3. False - being fired is your fault
   4. Johnson
   5. journeyman
   6. demand
   7. reference
   8. 4

   3) At word #20 put up transparency of words #20-25.

2. If time left over, have students study the last words given. Have students keep their vocabulary lists. #14-25.

Lesson 6 (continued) - tape script for Vocabulary Training session

(Have Mrs. Jones transparency before the class)

"Hello, I am Mrs. Jones your vocabulary training instructor.

As you know it is company policy that all work be done correctly at G.I.T., Inc. It has come to our attention that our employees do not know the vocabulary of occupations that is so important to our work. We hope you will be better prepared for your jobs at the end of this special training session.

Notice that paper and pencil is before you. Write your on the upper right hand corner of your paper now. (pause)

Okay now we're ready to begin your training.

The first word you need to know is #1: <u>demand</u> - write it as I spell it Number 1. D-E-M-A-N-D

Job demand is very important to consider when looking for a job for yourself. Demand for a job refers to how likely it is that a job opening can be found. For example, it should be obvious that the demand for sword swallowers in Eugene, Oregon, is very low since they just aren't needed but Oregon being center of the lumber industry does have a demand for loggers. Write the definition for demand- a need for workers; the chances of job openings being available. (Repeat and pause)

We'll go on to word #2.

There are many ways a person can learn how to do a job - some go to college, some attend a special training school others learn on-the-job.

An <u>apprentice</u> is a person who learns on-the-job at less than full wages. Jobs that usually have apprentices are jobs like carpenter, plumber, or electrician. Write word number 2 - apprentice - A-P-P-R-E-N-T-I-C-E

Want me to repeat that? (pause) OK, A-P-P-R-E-N-T-I-C-E. Write the definition: someone learning a job as he works. (pause)

Once an apprentice learns the job, which usually takes 1-2 years, he is promoted and hired at full pay as an experienced worker - a <u>journeyman</u>

This is your 3rd vocabulary word - journeyman - J-O-U-R-N-E-Y-M-A-N. Write the definition: an experienced worker. (pause)

Everybody has heard of <u>social security</u> and that is our 4th vocabulary word. Spell it: S-O-C-I-A-L S-E-C-U-R-I-T-Y

This is our federal government plan to provide money for people who are not able to work. Usually this refers to people with injuries that leave them unable to work or retired workers. For your definition write: our federal government retirement system. (repeat and pause)

Lesson 6 (continued)

Your fifth vocabulary word is fringe benefit. This refers to extras that come with a job, for instance, paid vacations, sick leave, bonus pay, overtime pay, insurance, etc. These are all examples of fringe benefits.

Write: fringe benefit - F-R-I-N-G-E B-E-N-E-F-I-T. Definition: -ready to write?? - extra things that go with a job other than wages. (repeat and pause)

Lets try to hurry up now for a few minutes

Here are some words often found on a job application. (overhead transparency) You will probably recognize them. Go ahead and add them to your list as they are. Watch the spelling. I will take my coffee break now. Your reliable personnel manager can help you while I'm gone."

(Play music during copy time)

ALLOW TIME TO WORK

"Oh, coffee break is over. I hope you've all done your work well. So far, we've covered half of our vocabulary words. I know you must be eager to go on but wait. Let's see how much you've learned. Turn the sheet of paper you've been working on over and pick up your second sheet. Here is a little quiz. No peeking at your notes!!

Quiz: Number from 1-8

#1. Give an example of a fringe benefit. (pause)

#2. True or false: If your job ends because the company buys a machine to replace you, you could collect social security.

#3. True or false: If you are fired you can collect unemployment compensation from the government.

#4. Miss Cashiola's maiden name is ___?___ (fill in)

#5. Which person makes more money for the same job a journeyman or an apprentice?

#6. Teachers' jobs are really hard to find because there are so few openings. This describes which vocabulary word in terms of teachers?

#7. If Mr. Kneeland said he'd recommend any 7th grader at Cal Young for a job, many kids would write his name on their job application as a ___?___.

#8. Mr. Long as a wife and 3 children. His wife is a housewife. How many dependents does Mr. Long have?

(Picture of Mrs. Jones)

Your personnel manager will now give you the correct answers. Listen carefully and see how much you've learned so far.

(Turn tape off)

Lesson 6 (continued)

Turn tape on:

(Mrs. Jones' picture again)

"Well, how'd you do? Ready to go on? The last few words are easier I think. Copy as I recite.

#14. employer - E-M-P-L-O-Y-E-R - fancy word for boss; person who hires other people

(pause)

#15. employee - E-M-P-L-O-Y-E-E Who is this? (pause - let kids answer, they'll get it) OK, write that down - definition: the worker, person who is hired by someone else.

#16. prestige - some jobs are prestige jobs, meaning people respect you just because of the job you have.

Example: Who has most respect or prestige usually - a ditch digger or a scientist? (pause)
Right. Usually the scientist - his job has more prestige
Write: prestige - P-R-E-S-T-I-G-E - respected by other people.

(pause)

#17. skill - S-K-I-L-L - definition: a thing you can do.
Example: some people have a skill in carpentry or others might be good at writing.
repeat: skill - a thing you can do

(pause)

#18. advancement - this refers to whether or not a person can be promoted in a job situation. Many people do not like to think of working at the same job for their whole lives so they look for jobs where they can advance if they work for it.

advancement - A-D-V-A-N-C-E-M-E-N-T - definition: promotion or moving up in a job

(repeat and pause)

#19. profession
Certain kinds of jobs are called "professions." These jobs require advanced training or lots of college work and usually involve mental work. See if you can name some "professions" - doctor is one. What are others?

(stop and name)
Examples: dentist, teacher, psychiatrist, veterinarian, counselor, etc.
Spelling: P-R-O-F-E-S-S-I-O-N - definition: a job requiring advanced training usually involving mental work.

(repeat and pause)

Lesson 6 - (continued)

Let's speed up again. Time is going fast: Copy these for your list.

(Overhead transparency)

These will complete your list.

ALLOW WORK TIME

(Mrs. Jones) I want to thank you for spending your time with us today. You will receive $20.00 bonus in your next paycheck. I hope you have found your time well spent. It's been a pleasure working with you. Goodbye.

Lesson 6 Transparency

#20 BLUE COLLAR WORKER - ONE WHO WORKS WITH HIS HANDS OR BODY

#21 WHITE COLLAR WORKER - PERSON WHO PERFORMS MENTAL WORK

#22 VOCATION - ANOTHER WORD FOR JOB OR OCCUPATION

#23 AVOCATION - HOBBIES, INTERESTS, LEISURE TIME THINGS

#24 TRADE - SKILLED WORK DONE WITH THE HANDS

EXAMPLE: CARPENTRY IS A TRADE

#25 OUTLOOK - CHANCES OF GETTING A JOB; SAME AS DEMAND

Transparency

Lesson 6 Transparency

6 MARITAL STATUS - YOUR MARRIED STATE. ARE YOU MARRIED? SINGLE? DIVORCED? OR WHAT?

7 REFERENCE - A PLACE OR PERSON TO GO TO FOR INFORMATION ABOUT SOMEONE APPLYING FOR A JOB

8 MAIDEN NAME - FOR MARRIED GIRLS ONLY!! YOUR LAST NAME BEFORE YOU WERE MARRIED

9 DEPENDENTS - PEOPLE WHO DEPEND ON YOU FOR A LIVING
EXAMPLES: YOUR CHILDREN, A GRANDPARENT WHO LIVES WITH YOU, A HUSBAND OR WIFE WHO IS NOT WORKING

#10 TRAINING - SCHOOLING IN A SPECIFIC JOB

#11 UNEMPLOYMENT COMPENSATION - MONEY GIVEN TO A PERSON WHO IS ABLE TO WORK BUT IS OUT OF A JOB THROUGH NO FAULT OF HIS/HER OWN

#12 EARNINGS - MONEY PAID FOR WORK; WAGES; SALARY

#13 SALARY - EARNINGS; WAGES PAID FOR A JOB

The World of Work - Lesson 7

Objectives:

1) to make students aware of where job information can be obtained
2) to allow students to make use of classroom resource materials

Procedures:

1. Have students copy for their own use:

   Job Information Might be Obtained:
   (show resources in classroom as they are listed, explain a little about their use as you do so)

   1) Occupational Outlook Handbook
   2) D. O. T.
   3) Careers file (if you have such an item)
   4) Library: use card catalogue (books)
   5) People who work; interviews
   6) Films, television
   7) Send for information by mail
   8) Encyclopedias

2. Today, we will have a short exercise in using the first three resources on our list. You will have 20 minutes to work.

   Hand-out different assignments to each group (see Appendix 31). Have a D.O.T., Volume 1 and the Occupational Outlook Handbook for each group. Duties should be divided in the group as to assigned work roles.

3. At the end of 20 minutes discuss any difficulties that students had in using the resources. Hand in group work.

The World of Work - Lesson 8

Objectives:

1) students will be able to use the card catalogue and the Reader's Guide for job study

Procedure:

Take students to the school library for a class period
Have the Occupational Outlook Handbook available in library for that day.

1. Hand out the Job Study in the library work sheet. Have each group choose a topic of study from a list of pre-selected jobs that you know can be found in your library's reference materials.

   Allow no two groups to choose the same job to study so there will be no competition for materials.

2. The data gatherer and recorder begin work immediately doing section A of the worksheet with the Occupational Outlook Handbook

   Meanwhile, the teacher takes the managers to the card catalogue and the Reader's Guide to learn their use.

3. It is then the manager's job to teach the data gatherer and the recorder how to use the card catalogue and the Reader's Guide so as to complete sections B and C of the group's worksheet.

   NOTE: Hopefully most groups can finish this in one class period. It may be necessary to allow some groups time to complete this work during another class period.

The World of Work - Lesson 9

Objectives:

1) to make students aware of resources for job study---review
2) to teach business letter form for writing for materials

Procedures:

1. Ask: name some ways you can get job information
write group's ideas on the board

(should get - Encyclopedias
card catalogue - library books
Reader's Guide - magazines
TV, movies
Occupational Outlook Handbook
career file
ask people who work)

another way: write away for free materials
can get addresses from Occ. Out. Hand.-show
or files- show on cards

2. Example:

Suppose you're looking for information on nursing
Occ. Outlook Hdbk. says:

ANA-NLN Committee on Nursing
Careers, American Nurses Association,
10 Columbus Circle,
New York, N. Y.
20420

Hand out letter form
on overhead write letter out step-by-step: stress proper punctuation, etc.
when you get to company address, etc. show students how comas separate the different lines of the address.

Do 2 samples:

1) American Physical Therapy Association, 1156 15th Street, N.W., Washington, D.C. 20005

for letter form it should be:

American Physical Therapy Association
1156 15th Street, N.W.
Washington, D.C. 20005

Lesson 9 - (continued)

2) American Society of Metals, Career Development
Office, Metals Park, Ohio 44073

Continue letter with nursing address.

Tell students to keep letters simple. The company only wants to know what you want; not about how you are a student or whatever.

3. Have students write their first copy of their own letters on the hand out then once approved by the teacher they can write their final draft on typing paper to be sent.

Assign: Take it home and place it in envelope and send it
Return materials to get credit
(this may be the start of a free materials file for careers, some students want to keep their information but many do not)

The World of Work - Lesson 10

Objectives:

1) to prepare students for a guest speaker in some specific career field

Procedure:

1. Announce that on the following day there will be a guest speaker in class to speak about his/her occupation.

   Today we will try to gain some knowledge of that occupation and try to formulate questions we might ask our speaker.

2. Hand out: Form for studying an occupation

   Give groups about 20 minutes to fill out as much of the form as they can using classroom materials and their own knowledge. Stress that they are not expected to finish.

3. After 20 minutes discuss the occupation briefly and begin listing possible questions the group might want to ask the speaker.

   Ask a student to copy the questions on a sheet of paper for use the next day.

The World of Work - Lesson 11

Objectives:

1) to give the students an opportunity to speak with some representative of the working world---guest speaker

Procedure:

1. Introduce guest speaker to group
(It would be wise to prepare speaker beforehand with questions students might ask and also request that anything that can be visually shown will add to his/her presentation)

2. Encourage students to ask questions.

If necessary have students refer to the questions compiled previously
or
mimeograph the question list for all students to make use of.

The World of Work - Lessons 12 & 13

Objectives:

1) students will make a "recruiting" poster for some occupation of their choice

Procedure:

1. Explain recruiting poster assignment

Hand out assignment sheet

Tell students good ones will be kept by the teachers

Before class make a sample poster for students to see

Try to get students to not duplicate each other's work
If some group picks one topic then another group should not also do that topic.
This will make use of materials easier and give more variety to the posters.

Provide for students:

18" x 24" white construction paper
felt pens
magazines to cut up
scissors
glue

This lesson will last 2 class sessions.
After that if students need more time they should take it home.

The World of Work - Lesson 14

Objectives:

1) to get student evaluations of each other as workers
2) to make students aware of pay and deductions taken from salary
3) to make students aware of how maney is spent by having them decide how to spend their pay on a variety of alternatives

Procedure:

1. Hand out "Checklist for Work Evaluation" so that each student can evaluate every other person in his work crew.
Emphasize that this will be the last day of the work crews .
Have students turn these evaluations into the teacher and then compile an average checklist on each student and give these to them in a future class period.

2. Have ready previous to the class a paycheck for each student.

Remember a manager made $800
data gatherer made $675
and a recorder made $575

then each gets $20 for their vocabulary training session under "other compensation"
to get the rest of the check stub
1% for State disability
5% for Fed. O.A.
15% for withholding tax

Hand out paychecks to students
They may protest that they didn't get what they expected

Hand out worksheet "Your payroll check"
Discuss questions 1-12 together

3. Hand out "How Would You Spend Your Money?"
Have students fill in their pay in the blank and then list from the choices how they would spend their money (if they do not like the choices given they can make their own alternative if they allow the teacher to set a realistic cost)

Stress that people have to set priorities in spending

The World of Work - Lesson 15

Objectives:

1) students will be introduced to the cluster concept of jobs and build listings of jobs for clusters introduced

Procedure:

1. How many of you know what a peanut cluster is?

   define as peanuts held together by chocolate

In the world of work we can think of jobs being in "clusters" where jobs that are related, like the peanuts, are held together by a common area of interest, like the chocolate.

For instance one cluster is the agriculture cluster.
What is agricultural work?

define: careers in cultivating the soil, producing crops, and raising livestock
name some jobs that would be included in this cluster.
(list some from class suggestions)

Examples: farmer
nurseryman
orchardist
cattlemen
rancher
bean picker

2. There are many different occupational clusters. We will look at some of them. See how many you can identify and give examples as we did with the agriculture clusters.

Write on board: <u>Clusters</u>

Construction	Entertainment
Domestic and Custodial Work	Metal Working
Food Service	Office Operations
Managerial Work	Transportation
Marketing	Timber Products
Mechanics	Health Services
Social Service	Agriculture
Public Service	Graphic Arts

Allow about 10 minutes. Then hand out the sheet on Job Cluster definitions so students have correct definitions.

Have them then continue giving examples of each cluster.

Lesson 15 - (continued)

3. On the blackboard or on butcher paper have students list their examples so the group can decide if jobs are placed correctly and lists can be extended.

   Tell students to take their lists home and see how many more examples they can think of.

The World of Work - Lesson 16

Objectives:

1) to further student understanding of job clusters through study of one cluster
2) to show students that clustering of jobs allows a person to choose his area of interest and then fit his personality to specific jobs within the area of interest

Procedure:

1. Show film: "Careers: health services"
   Doubleday, 1970 (11 minutes)

2. Hand out ditto of Some Jobs in the Health Services Cluster and the questions on the health services.

   Read introduction to questions together then have students answer the 10 questions.

3. Discuss answers briefly if time.

The World of Work - Lesson 17

Objectives:

1) to review the cluster concept through a game: CLUSTER GITTO

Procedure:

1. Review cluster concept and have students offer any new jobs they thought of for the cluster lists of lesson 15.

2. Previous to class teacher will have made up cluster gitto cards.

Each student should have a different card as in Bingo.
(See sample Appendix 42)
Cards: 14 of the 16 clusters studied will be around the outside edges of the card. The orders should vary and different clusters left off different cards.
Also, the bonus questions should vary from card to card.

To play the game:

Have each student get out paper and pencil. They are <u>not</u> to write on the Gitto card.

Each student should then get a Gitto Card and an envelope of slips of paper that can be layed over the cluster hexagons as "Bingo" markers.

Game Rules: Teacher will call out a job. The student will write that job on one of the slips of paper and then place that slip upside down on its cluster. Tell students that since not all clusters are represented on any one card that they may not be able to place a job on a cluster. Also, some clusters may have more than one job called.

A student will continue to cover clusters until all are covered. As soon as his are covered he should move to the center circles and write a job for each letter in the circles on his separate piece of paper. He cannot use the same job twice so he has to have two jobs starting with "T" for example.
Once he has the circles completed he moves to the bonus question and writes the answer on his paper also.

He then raises his hand and the teacher checks his placement of jobs in clusters, his list of jobs, and his bonus answer. The first student to complete his card correctly wins a candy bar.

Lesson 17 - (continued)

Directions for Teacher:

Use the listings of jobs in clusters that the class developed for your calling list for cluster gitto. Keep track of jobs called. continue calling jobs until a student raises his hand. If he does not have his card correctly completed begin calling again until you get a winner.

The World of Work - Lesson 18

Objectives:

1) students will have an understanding of the D.O.T. classification of jobs
2) students will pick their own Data-People-Thing number and analyze some jobs according to data, people, and things through a work-sheet

Procedure:

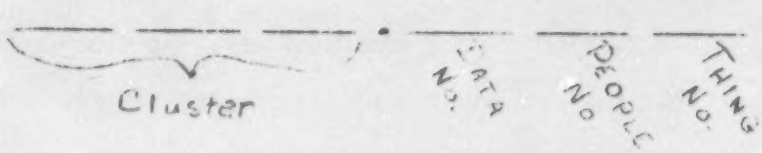
1. Tell the students about the need for developing a system to classify occuoations:

   There are so many thousands of different kinds of jobs that no one person could know about them all and also new jobs are developed all of the time as our technology develops.

   It was decided to develop a code system so that if a person knew the code he could analyze what a job was about from the code even if he never heard of the job.

   The code was put together by the U.S. Employment Service in the Dictionary of Occupational Titles. Each code was made up of a 6-digit number where the first three digits refer to the job cluster and the last three refer to the job's involvement with data, people, and things. The two parts of the number are divided by a decimal point.

   Draw diagram:



   We will not concern ourselves with the first 3 digits but it might help us to know about the last three digits, or the D.P.T. number.

   There's a funny thing about this code that you must remember: in this code a higher number means a low involvement and a low number means a high involvement so it is just the opposite of what we usually think!! In each category data, people, or things there's a possibility of a range from 0-8.

   So, a 0 or 1 rating in data for example is high but a 7 or 8 is low.

Lesson 18 - (continued)

Let's look at a job: "cxyztilist"

Suppose it's D.P.T. number is .361
Is this mostly a data, a people, or a thing job?
Yes, a thing.
This means the job deals a lot with equipment, machines, tools, etc.

What if the D.P.T. number was .826?
ANSWER: deals mostly with people involvement.

Has anyone ever heard of a cxyztilist?? No? Yet, we can tell about it from it's D.P.T. number.

You shouldn't have heard of this job since it's a fake. There is no such work.

2. Hand out the D.O.T. information sheet.

Discuss the various levels under each category with the class. Try to give examples of jobs that might fit in some of the levels to make the levels easier to understand.

As each category is discussed have the student write the level that he thinks best fits his abilities and interests in the box so that at the end of the discussion he has his own data-people-thing number.

3. Hand out the D.O.T. worksheets (make sure answers are cut off sheet 1). Tell students to write their D.P.T. number at the top of the page.

Go over part 1 with students and do a) and b) together to guess the D.P.T. number using the D.O.T information sheet as a reference.

Tell the students the actual numbers and see how close they come.

ANSWER: Licensed Practical Nurse - .378
Sawmill Worker - .782

Then tell class to continue on their own to finish parts 1 and 2. After they finish one by one they can go to the teacher's desk to get the answer slips; grade their own papers and then hand them in.

If they do not finish in time they could take them home and then grade them first of next class period.

The World of Work - Lesson 19

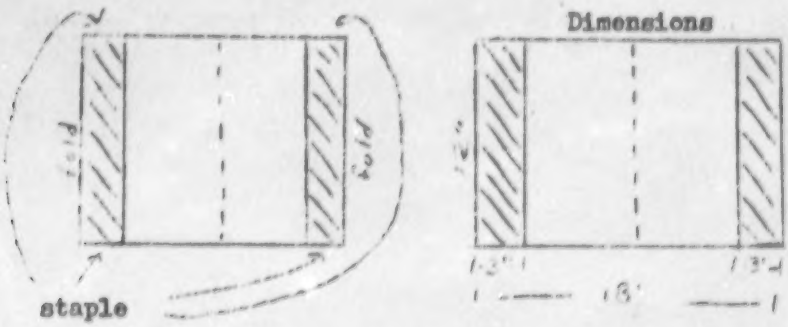
Objectives:

1) students will compile a world of work information folder from materials used in GIT
2) students will review vocabulary and give some general impressions they have from the world of work in the news.

Procedure:

1. Explain to students that you want them to have a second chapter to the books they compiled during the first part of GIT. This second chapter will just be sheets of information that might come in handy for them as they look for summer employment or whatever in the next few years.

   Hand out construction paper cut to 24" x 12" size
   Have students fold the paper and staple ends to make a PeeChee type folder. See Diagram.



   Have students label the cover: The World of Work
   and then write their names on the cover

   have felt pens available

   Hand out the folder checklist and have students collect materials from their class folders to include in it. Have them check off items they have. Since your objective is that each student have complete information have extra sheets handy for students to fill in worksheets handed out during absences, etc.

2. Hand out the Review sheet. When students have their folders completed have them handed in then have students go on to the review sheet.

   Some students may choose to do review in class and bring the folder completed to the next class session; others may take the review home and work on the folder in class.

   What is important is that you have the folders and the review completed by the next session.

   Once you have folders staple them to the Self-Awareness book so you have the book in one piece.

The World of Work - Lesson 20

Objectives:

1) to review the World of Work through a game: SUCCESS

Procedure:

Previous to the class have the transparency (SUCCESS rules) made for the overhead.

Make number markers 1-36 for placement on the transparency.

Have success score cards made up for the students.

Make up one set of situation cards and place each card in a box marked ♣, ♥ or $ as indicated.

Get a pair of dice.

To Play: Have studetnd get out paper and pencil
Follow directions for game enclosed

Lesson 20 - (continued)

SUCCESS - a career game

Materials needed:

transparency
rectangles of cardboard labeled 1-36 to fit randomly in spaces of transparency
individual score cards for students
1 set of situation cards for scoring
1 set of 36 review questions and answers for teacher use
1 pair dice

Rules and Play:

1. Students decide on their individual success formulas for their score cards. Have students fold over their papers to hide their choices from other students.

2. The first student makes a choice of fame, fortune, or happiness to get a question number. Each category level is covered by a strip of paper that has a question number on it. Once the student picks a category and level he automatically chooses a question.

3. The group is given a review question about careers. Only those who get the correct answer can play the round for points. All others put pencils down. Score is determined by a draw of a situation card.

4. The first student draws a situation card from the category he chose earlier. The card is read to find out how many points were earned and why.
   NOTE: n life, not all situations turn out as we expect; neither do the cards!

5. The second student...(do steps 2-4 over and over allowing all to take turns.)

6. Students keep score for themselves. First to reach his own success goal is the winner.
   NOTE: to win scores in each category must be at least as much as projected at the beginning of the game, but may be more than projected.

Success Questions

1. Write what D-P-T means.

2. What is the demand for teachers presently?

3. How many digits are in a D.O.T. number?

4. Which of the following jobs is mostly a data job?
   (a) football quarterback (b) receptionist (c) boiler-tender in a factory

5. Is the following a good guess for the D.P.T. number for a doctor? Why or why not? doctor: .274

6. Name 5 ways you can get job information.

7. Name 3 places you could get training to be an auto mechanic.

8. If a job has a D.P.T. number of .146 what category is most involved in the job?

9. If everyone in this class marries at some time, how many will have "maiden names"?

10. What is a person called who has completed an apprenticeship?

11. Mrs. Jones is divorced. Mr. Sloan is single. These are descriptions of these two people's _____.

12. Name 6 construction trades.

13. The person who heads a construction project is called a _____.

14. If an employer wants to know more about you before he hires you he asks people whose names you gave him. These people are called _____.

15. It is best to end all business letters with a closing before your name. The closing should be: _____.

16. What punctuation should be used after the greeting of a business letter?

17. Name 4 mistakes often made on a job application that can hurt your chances of getting a job.

18. True or false? There is greater unemployment (percentage) among Negro workers than among white workers.

19. True or false? The future is bright in agricultural careers since the demand is high.

Lesson 20 - (continued)

20. Nationally, unemployment is about 6% of our population. True or false? This means that unemployment is low.

21. True or false? A journeyman usually needs 4 years of college.

22. True or false? Plumbers can get training at Lane Community College and the U of O.

23. True or false? Normally if you want a job you have to fill-out detailed information about yourself before you are even considered.

24. When a person draws unemployment compensation it means that _____.

25. Getting paid vacations as part of your job is an example of a _____. (two words.)

26. Our federal retirement plan is called _____. (two words)

27. "Apprentice" is spelled: A-P-R-I-N-T-I-C-E. True or false? If false, spell it correctly.

28. What is an employer?

29. What is an employee?

30. Spell: association.

31. Will 4 years of college prepare a person to be a doctor?

32. A doctor is an example of a "professional" job. Name 3 other professions.

33. Name another word that means the same as "career" or "occupation".

34. Name 8 different jobs done at Cal Young. (no fair mentioning different kinds of teachers.)

35. Which job requires more schooling: teacher or medical technologist?

36. The D.P.T. number for a reporter is .268. Explain briefly what the number means.

Lesson 20 - (continued)

Success Questions

Key:

1. Data-People-Things
2. low
3. 6
4. quarterback
5. not a good guess - the people number is too low
6. D.O.T.
   Occupational Outlook Handbook
   career file
   letters
   tapes
   etc.
7. high school, community college
   on-the-job
8. data - a low number is high in D.P.T.
9. (count the girls in class)
10. journeyman
11. marital status
12. electrician, plumber, mason, carpenter, painter, roofer, etc.
13. contractor
14. references
15. sincerely yours or sincerely
16. color
17. misspelling
    not following directions
    leaving information out
    sloppiness
    etc.
18. True
19. False
20. False
21. False
22. False
23. True
24. They are not at fault and are out of work and have not found a job.
25. fringe benefit
26. social security
27. false - "apprentice"
28. person that hires another for a wage
29. person who is hired by another for a wage
30. ASSOCIATION
31. no
32. lawyer, dentist, teacher, etc.
33. job
34. any eight:
    nurse, janitor, teacher, librarian, principal, vice-principal, secretary, counselor, cook, teacher aide
35. Teacher
36. .268 means involves a lot of thinking and planning
    .268 means somewhat involved with people but not neccessarily
    .268 not involved with things

transparency

$

85

FOLD FORWARD

fame ___ money ___ happiness ___

___ ★s + $ ____,000 + ___ ♥s = 60 pts.

$	★	♥

FOLD FORWARD

fame ___ money ___ happiness ___

___ ★s + $ ____,000 + ___ ♥s = 60 pts.

$	★	♥

FOLD FORWARD

fame ___ money ___ happiness ___

___ ★s + $ ____,000 + ___ ♥s = 60 points

$	★	♥

FOLD FORWARD

fame ___ money ___ happiness ___

___ ★s + $ ____,000 + ___ ♥s = 60 pts.

$	★	♥

Situation cards

You star in a spaghetti commercial + $1000	You go to school to improve yourself and get a better job. +10,000	Your rent is due - $5000
You visit Las Vegas and win +$3000	You receive a tax refund +$4000	You have lunch with the boss 4 ♥
You win on "Let's Make a Deal" 2 ♠ 2 ♥	You are appointed 3rd vice president of your company +$14,000	You let your boss win at golf +$2000
You dent your boss's car -$5000	Your boss gives you a Christmas bonus +$5000	You are the first person on Mars. 16 ★
You invent a way to compact smog into bricks for building +10,000		

You inherit money from a great aunt +$5000	You are caught littering fined ½ of your cash total	You write a best selling novel $1000 X roll of dice
You go on a vacation to Paris, France -$2000, 4 ♥	You take all of the neighborhood kids to Farrell's 4 ♥	You offer your time weekly to take Senior Citizens to a movie 9 ♥
You sell some land +$8000	You are a football hero 6 ♥	You get a hole-in-one in your golf game 6 ♥
You marry the most popular boy (girl) at school 10 ♥	You take some scouts on a litter walk 2 ♥	You play Santa at the local hospital 5 ♥
You locate Venus DeMilo's arms 12 ★	You buy a race horse 1 ★ for roll of one die	You record a hit song for EPIC records 13 ★

	You appear regularly on the Johnny Carson Show 13 ★ +$5000	You become mayor of your town 4 ★	You donate $1000 to the American Cancer Society -$1000, 4 ★
	Your mother sings with a rock group 6 ★ 2 ♥	You donate land for a national park 2 ♥ 4 ★	You save a family from their burning home 5 ★
	You graduate with honors 2 ♥	You remember your mother on Mother's Day 4 ♥	

The World of Work - Lesson 21

Objectives:

1) students will be given their final test for the course

Procedure:

1. Give the Vocabulary of the World of Work post test
   Use methods developed for vocabulary at the beginning of the course.

2. Hand out the G.I.T. Final
   Explain that the questions about page 3 are on page 4.
   also mention that page 3 should be read in numbered order or there will be confusion.

3. Hand out career word search puzzle to those who finish early.

   Give everyone his completed 2 part book to take home.

NOTE: About the final---

The final is heavily dependent on reading ability. It would be best to use the final as course evaluation not student evaluation and pull out tests of students who have real reading problems. Better yet test them orally while others do their own. Allow the whole class the option to have the test read to them. This allows the student to choose.

Let the students know the test will not count against them. You should have plenty of previous work on which to base student grades.

Appendices

List of Appendices:

1. Self-Awareness Vocabulary Test
2. Events of My Life
3. Vocabulary of Self-Awareness Word Search
4. Physical Characteristics - face
5. 20 Things I Love to Do
6. Priority Ladder
7. Priority Ladder: Values Clarification Strategy No. 3. from Colloquy
8. Are You Someone Who
9. The 5 Life Roles
10. Sample Diagram of a Family Tree
11. The Life Raft
12. The Leisure Pie
13. "Wheat Part" Questions
14. How Do You Feel About Work?
15. Me at Age 25
16. Personality Assessment
17. Cartooning Bocabulary
18. Coat-of-Arms
19. Self-Awareness Assessment
20. Course Evaluation
21. Careers Letter Scramble
22. The World of Work Vocabulary
23. G.I.T. Guard Help Wanted Ads
24. Sample on-the-job visit form
25. G.I.T., Inc. Job Application
26. Find the Mistakes Job Application
27. G.I.T., Inc. Employment Test
28. Interview Questions
29. World of Work Vocabulary Word Search Puzzle
30. Group Task - "Newsweek" Article
31. Example of "Newsweek" Article
32. Using Resource Materials Group Worksheets
33. Job Study in the Library
34. Business Letter Form
35. Form for Studying an Occupation
36. Recruiting Poster Assignment Sheet
37. A Checklist for Work Evaluation
38. Sample Paycheck
39. Worksheet: Your Payroll Check
40. How Would You Spend Your Money?
41. Job Clusters
42. Some Jobs in the Health Services Cluster
43. Cluster Gitto Card Sample
44. D.O.T. Information Sheet
45. D.O.T. Worksheet
46. Folder Checklist
47. Review Worksheet
48. G.I.T. Final Test
49. Career Word Search Puzzle

Appendix 1

Vocabulary Test Name_____

1. physical characteristics
   a) features of a person's outward appearance
   b) past history
   c) features of a person's imagination
   d) able to wait calmly without complaining

2. reliable
   a) friendly to all people
   b) able to know what is real or not real
   c) will be what is expected without being forced to do so

3. personality
   a) past history
   b) able to do something mentally or physically
   c) features of a person's outward appearance
   d) what a person is usually like as an individual

4. thorough
   a) understanding of other's feelings or ideas
   b) always on time
   c) doing things completely so that no part is left undone
   d) being sure of yourself

5. confident
   a) assisting other people
   b) means what is said; truthful with other people
   c) able to know what is real or not real
   d) being sure of yourself

6. optimistic
   a) looking at the bright side of a situation; hopeful
   b) quick to learn and understand a certain thing
   c) doing things completely so that no part is left undone
   d) glad; almost always in a happy mood

7. helpful
   a) will not lie, cheat, or steal
   b) awake to things going on and people's reactions to them
   c) assisting other people
   d) being sure of yourself

8. sympathetic
   a) able to know what is real or not real
   b) being sure of yourself
   c) understanding of others' feelings or ideas
   d) able to wait calmly without complaining

9. loyal
   a) works well with other people
   b) standing up for friends or ideas you believe in
   c) sure of yourself
   d) quick to learn and understand a certain thing

10. cooperative

a) able to know what is real or not real
b) a feeling of curiosity about something
c) friendly to all people
d) works well with other people

11. self-controlled

a) doing things completely so that no part is left undone
b) means what is said; truthful with other people
c) able to handle anger and other feelings
d) friendly to all people

12. poised

a) able to do something mentally or physically
b) a person who is a "jinx" or poison to other people
c) stays calm in an emergency; moves with confidence
d) usually in a good mood

13. punctual

a) looking at the bright side of a situation; hopeful
b) always on time
c) sure of yourself
d) standing up for friends or ideas you believe in

14. tactful

a) able to wait calmly without complaining
b) sure of yourself
c) will not lie, cheat, or steal
d) able to say or do the right thing without hurting anyone

15. alert

a) assisting other people
b) awake to things going on and reactions to these things
c) will do what is expected without being forced to do so
d) doing things completely so that no part is left undone

16. self-reliant

a) having faith in yourself that you will do or say the best thing in a situation
b) doesn't brag about himself
c) understanding of others' feelings or ideas
d) behaving nicely toward other people

17. trustworthy

a) able to wait calmly without complaining
b) quick to learn and understand a certain thing
c) can be depended upon to do what is supposed to be done
d) continues to work at things until they are finished

18. honest

a) works well with other people
b) will do what is expected without being forced to do so
c) assisting other people
d) will not lie, cheat, or steal

19. pleasant

a) will not lie, cheat, or steal
b) usually in a good mood
c) sure of yourself
d) always trying to please everyone

20. cheerful

a) doing things completely so that no part is left undone
b) glad, almost always in a happy mood
c) able to do something mentally or physically
d) able to know what is real or not real

21. courteous

a) quick to learn and understand a certain thing
b) behaving nicely toward other people
c) can be depended upon to do what is supposed to be done
d) will not lie, cheat, or steal

22. persistent

a) always on time
b) able to wait calmly without complaining
c) continues to work at things until they are finished
d) a person who is a "jinx" or poison to other people

23. sincere

a) means what is said; truthful with other people
b) a feeling of curiosity about something
c) able to know what's real or not real

24. modest

a) doesn't brag about himself
b) will not lie, cheat, or steal
c) will do what is expected or required without being forced to do so
d) assisting other people

25. patient

a) quick to learn and understand a certain thing
b) friendly to all people
c) doesn't brag about himself
d) able to wait calmly without complaining

26. leisure

a) features of a person's imagination
b) free time
c) past history
d) awake to things going on and reactions to these things

27. ethics

a) works well with other people
b) awake to things going on and reactions to these things
c) past history
d) personal view of right and wrong; set of morals

Appendix 2

Name _____

Events of my Life

Draw a line across the middle of your paper. Mark one end with your birthday and then mark off every one or two inches to represent the years of your life to the present time.

1. Place an "H" along the line for each time that you changed your hair style. Number the symbols.
   Make a key to hair change on the paper. For each symbol tell what the hair change was, why you made the change, and what you think about that style now.

2. How many places have you lived in your life? Place a house symbol at each age you lived in a different house. Number the houses.
   Make a key for places you lived. For each house symbol tell where you lived.

3. How did you celebrate your last five birthdays? Make a chart to show what you did.

4. Have you ever been in a serious accident or been very ill? Place a symbol for these on your time line to show when they happened. Number the symbols.
   Make a key and tell what happened for each symbol.

5. Recall all of the Christmas presents you gave your mother in the last five years.
   Make a key of these presents telling what you gave.

6. Recall all the pets you have ever had.
   Place a "P" on the time line to show each time you got a pet. Number the symbols. Make a key to show what kind of animal you received and that animal's name.

7. Recall the vacation trips you have taken in the last 5 years. Use a car symbol to show trips taken on your time line. Number the symbols.
   Make a key to your symbols telling where you went on each trip.

8. Think of all of the things you have wanted to be (jobs) since you can remember. Make a key to this telling approximately what you wanted to be and how old you were at the time.

9. Write on the time line any important events in your life that you want marked.

* * *

You may not want to share some of the information asked for above or feel it was not important for you. If so, substitute from the list below for items above so that you have at least 9 items total:

1. What hobbies have you tried during your life? Were they long-lasting or did you forget them quickly? Mark on the time-line when you became interested in each hobby and make a key to explain.

2. Make a key to show five of the funniest things you've ever seen.

3. Name 6 of your favorite things. Example: a special dress or hat. Make a key to show why they are special to you.

4. Name five stories, movies, or records that you especially like. Why so you like them?

5. Who were your best friends through your whole life? List them. Put a star by those you count as best friends today.

Appendix 3

R	O	S	Y	H	P	H	Y	H	E	L	P	L	E	A	S
N	T	T	S	E	L	F	R	E	L	A	F	C	H	A	A
A	P	O	I	S	E	D	E	L	O	Y	U	H	A	R	N
R	E	H	C	O	U	C	L	I	H	P	L	A	R	A	T
I	E	E	A	U	R	H	I	A	E	U	T	A	C	O	U
P	R	L	L	S	T	A	A	N	L	N	R	E	L	I	H
S	F	T	C	E	E	R	A	T	A	C	T	P	C	A	A
E	U	R	H	C	O	O	P	P	L	T	F	H	T	B	L
R	L	U	A	R	U	S	E	S	E	U	U	Y	S	L	P
E	T	S	R	H	S	I	R	Y	A	A	L	S	E	E	O
C	O	U	A	O	P	O	A	M	S	P	Y	I	D	S	U
N	O	P	C	N	E	S	T	P	S	H	T	H	O	M	S
I	C	T	T	T	A	C	I	D	Y	T	I		R	P	H
S	I	I	E	N	O	C	V	E	M	N	L	E	O	L	Y
C	N	M	R	F	U	L	E	L	P	E	A	I	U	E	H
O	C	I	I	I	T	R	E	L	A	T	N	S	G	A	T
P	T	S	S	D	R	U	S	O	T	S	O	U	H	T	R
A	U	T	T	E	E	S	C	R	H	I	S	R	E	A	O
T	A	I	I	N	E	T	H	T	E	S	R	E	P	C	W
I	L	C	C	T	R	E	I	N	T	Y	E	L	U	F	T
E	N	T	S	E	L	F	C	O	I	C	P	T	R	U	S
H	E	L	P	A	T	I	S	Y	M	P	T	R	P	U	N

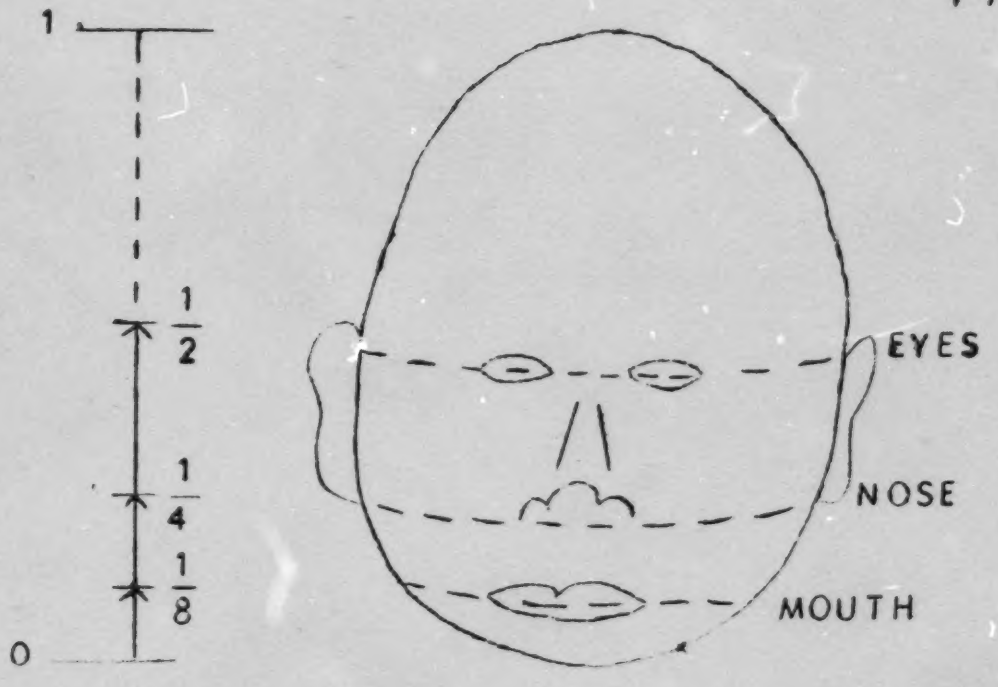
physical characteristics
personality
confident
optimistic
helpful
sympathetic
self-reliant
trustworthy
honest

pleasant
cheerful
courteous
loyal
cooperative
poised
self-controlled
tactful
alert

persixtent
sincere
modest
patient
reliable
thorough
leisure
ethics

PHYSICAL CHARACTERISTICS:

FACE



LOCATION OF FEATURES

Appendix 5

20 THINGS I LOVE TO DO

Name_____

Most of us have lots of things we like to do but the things we really love to do are fewer. Make a list of 20 things you love to do in the table below.
Example: I love to walk in the rain.
NOTE: This material is confidential. The teacher will not see it unless you want him to.

CODES						
1	2	3	4	5	6	
						1.
						2.
						3.
						4.
						5.
						6.
						7.
						8.
						9.
						10.
						11.
						12.
						13.
						14.
						15.
						16.
						17.
						18.
						19.
						20.

(Appendix 5 continued)

When your list is completed: (refer to coder section of the table)

1. Put a dollar sign in column 1 by each item that requires a cost of at least $3.00 any time you do it.

2. Place a "P" in column 2 by each item which is more fun for you to do with people and an "A" in column 2 if that item is more fun alone.

3. In column 3, put a "?" in front of any item that would not have been on your list if you had written it 2 years ago.

4. Put a "D" in column 4 in front of anything you love to do which some people might disapprove of.

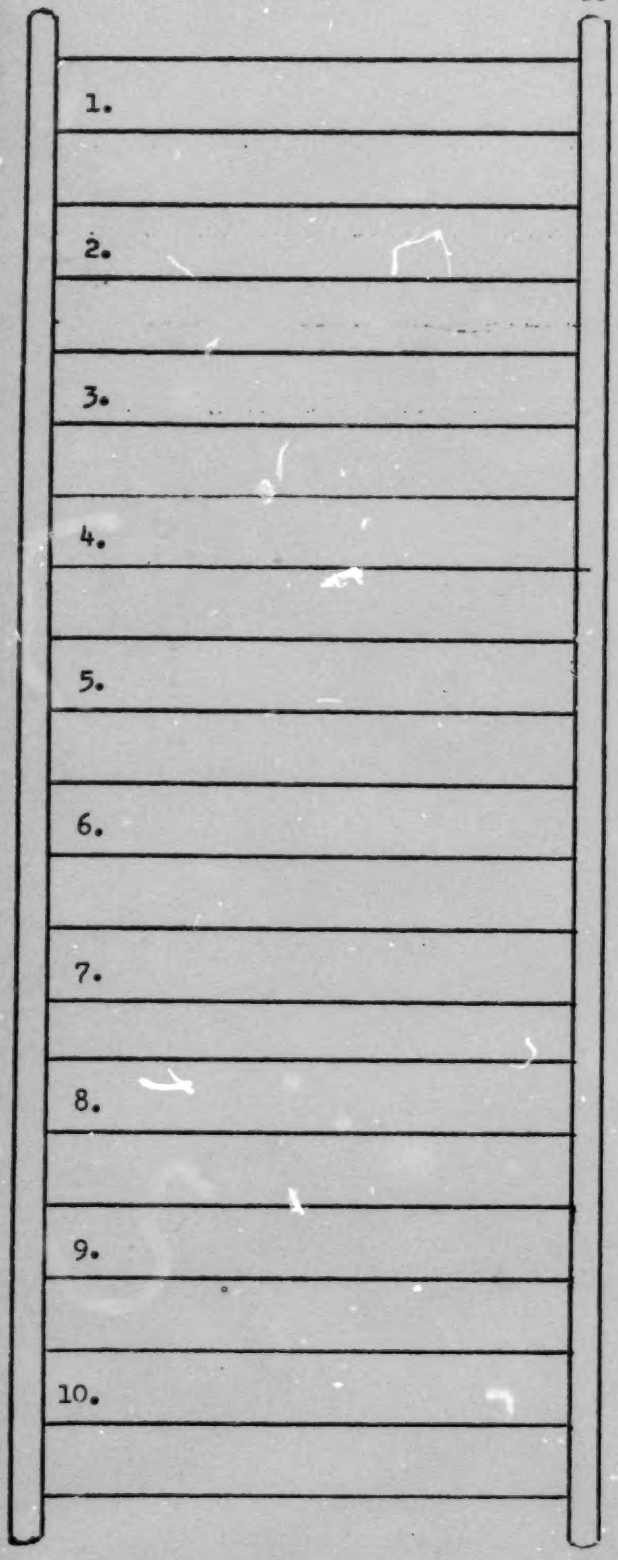
5. Place an "M" in column 5 if your mother would have the item on her list.

6. Place an "F" in column 6 if your father would have that item.

After you finish steps 1-6, make "I learned" sentences on the back of this sheet.

Example: I learned that almost everything I love takes money because 15 out of the 20 items cost me more than $3.00 to do them.

Appendix 6



P R I O R I T Y

L A D D E R

Read the list of statements on the enclosed sheet. Write each item on your personal ladder. (Use the underlined word in each sentence to fill-in the ladder.) The highest rung gets the item which is most important to you. The bottom rung is least important to you.

Remember there are no right answers. Each person has his own priorities.

(Appendix 6 continued)

PRIORITY LADDER

* I want to know many different kinds of people.

* I want to handle my anger constructively.

* I want to be myself with people. I want to be open and trusting.

* I want to learn to accept my own errors and shortcomings.

* I want to think independently so I can have faith in my decisions as my own.

* I want to help build close family communication in my home.

* I want to help make the world a better place to live in.

* I want to help make all people free.

* I want to help promote a minimum standard of living for all people on earth.

* I want to help save the earth's beauty. Our environment is fast deteriorating.

Appendix 7

Values Clarification Strategy No. 3
(Priority Ladder)

Provide each person with a ditto of the following diagram. Ask each person to write in each item on his personal ladder. The highest rung gets the item to which each gives his highest priority. Remind everyone that there is no right answer.

Of these ten items, which one earns the top rung of the ladder for you? Which one is least important? Place it on the bottom rung. The question is: Of all of these things, which do you prize and cherish the most?

PRIORITY LADDER

I want to have a clarified set of values to live by.

I want more intimacy with more people different from me.

I want to learn how to change.

I want to live more fully.

I want to help make the world a better place to live in.

I want more ritual and celebration in my daily living.

I want feedback from people so I know how I act.

I want to be more authentic, open, and trusting.

I want to handle my anger more constructively.

I want to live more justly.

(Additional ladders can be made with any other items. There is no magic in having ten rungs either. Innovate.)

When everyone has completed the ladder, draw a ladder on the floor (with chalk or masking tape). Get everyone in the group to stand on the rung upon which he placed each item. For example, the leader could say, "Upon which rung did you place the item: I want to handle my anger more honestly? St nd there with the other people who placed that item on the same rung. Look around the room and see where other people placed it. Go talk with someone and ask him why he put a different priority on that item from your priority. Remember, there is no single right answer."

Appendix 8

Name_____

DIRECTIONS: Write "Y" - yes, "N" - no or "M" - maybe.

When you're an adult, would you....

_____ 1. want a large family of at least 4 or 5 children?

_____ 2. ~~never have~~ want to any desire to go to Europe?

_____ 3. be interested in a career in the armed services? (boys)
want to be a nurse?

_____ 4. hire help to do your house cleaning?

_____ 5. always watch sports on TV on weekends?

_____ 6. grow a beard? (boys)
date a guy with a beard? (girls)

_____ 7. want a modern home with carpeting, coordinated furniture, etc.?

_____ 8. marry someone of a different religion?

_____ 9. like to act in a play?

_____10. overeat and likely be fat in the future?

_____11. dye your hair when it begins to gray?

_____12. eat out weekly?

_____13. stay in the area you grew up in?

_____14. read MAD magazine?

_____15. watch TV at least 3 or 4 hours a night?

_____16. want a Black living next door to your family?

_____17. drive faster than the speed limit most of the time?

_____18. just work enough to get items you need but not try to have lots of things?

_____19. give money to the street side Santas at Christmas?

_____20. always have the radio or TV on when you're home alone?

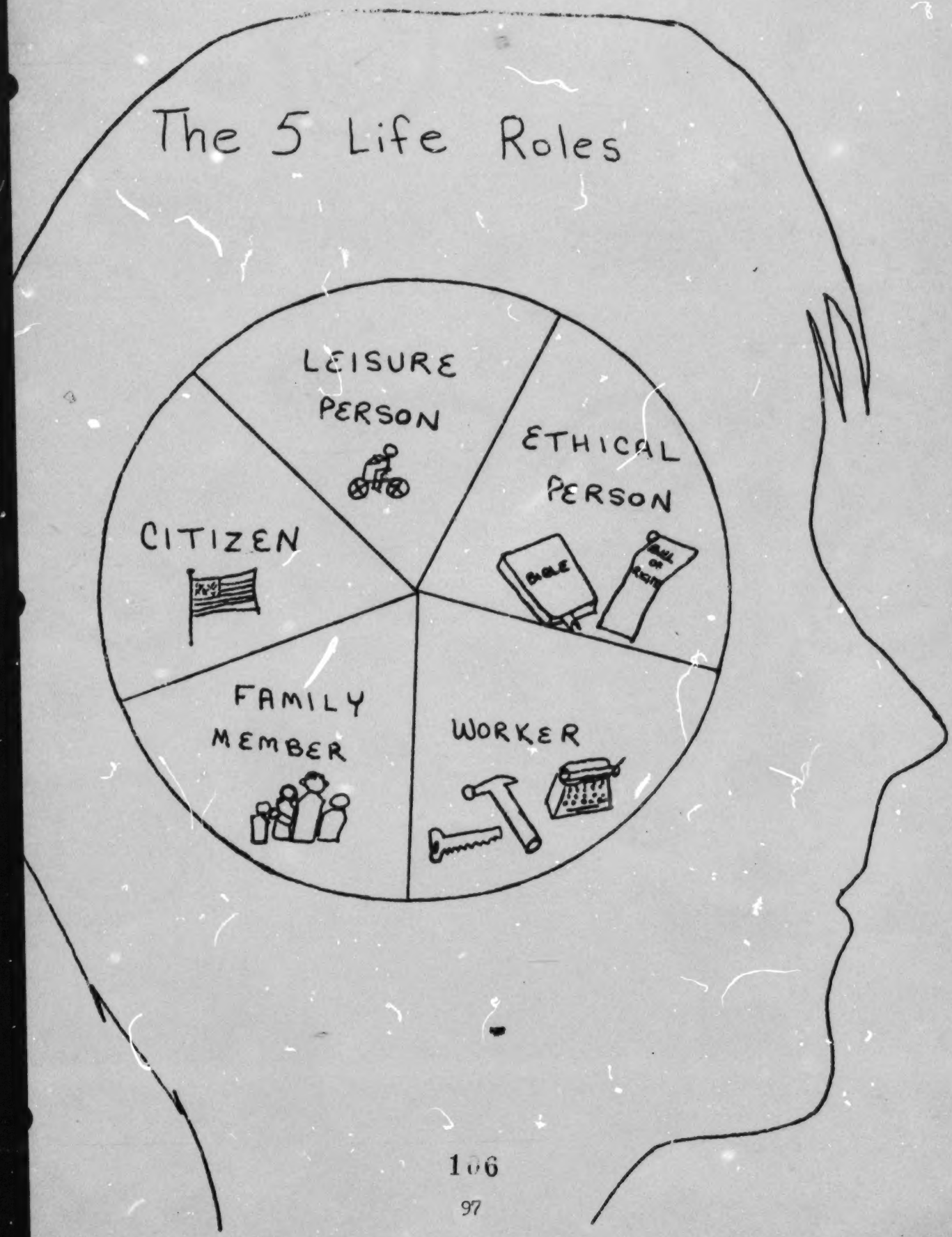
_____21. not get along with your parents?

_____22. be a good parent?

_____23. disrespect the police?

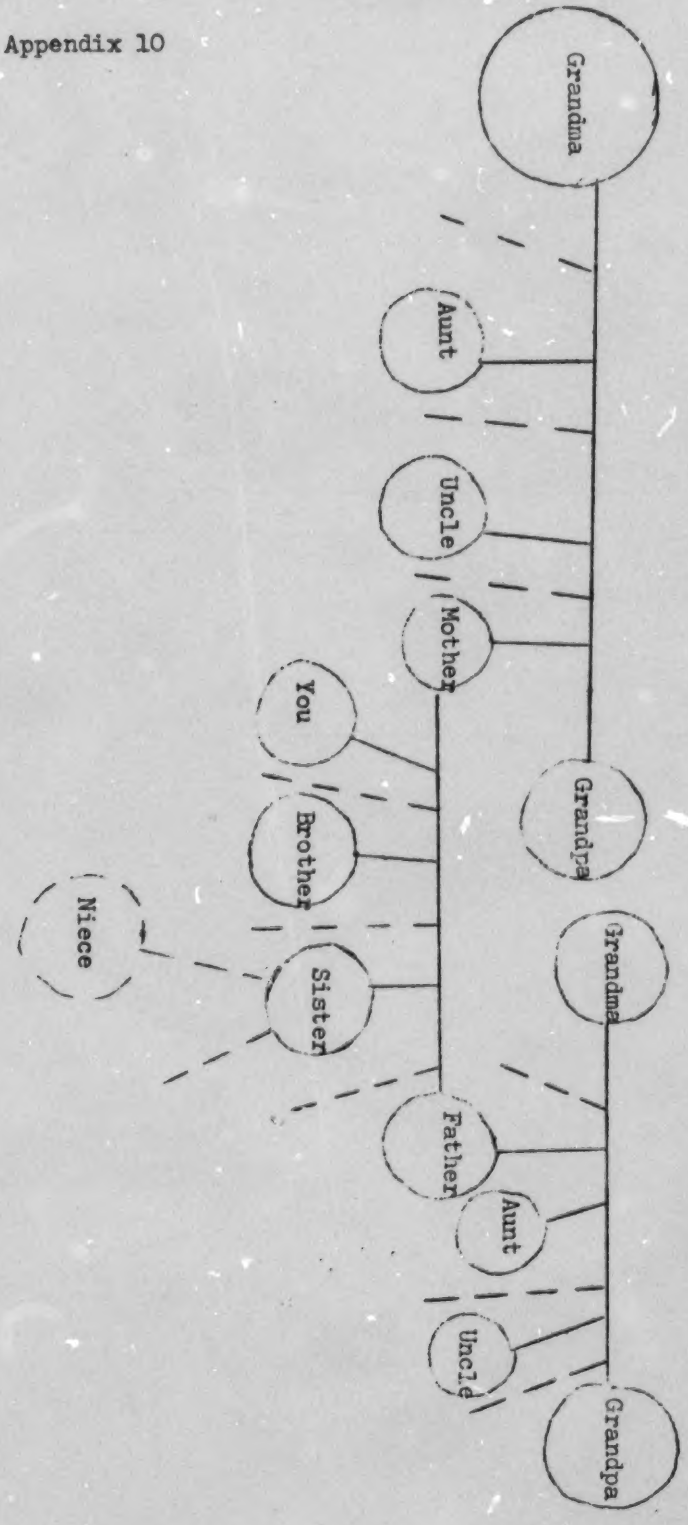
_____24. tend to drink too much often?

_____25. let it be known when you are dissatisfied with government through letters to the editor of your local newspaper, marching, or whatever seems necessary.


The 5 Life Roles
LEISURE PERSON
ETHICAL PERSON
BIBLE
CITIZEN
FAMILY MEMBER
WORKER

Appendix 10

SAMPLE DIAGRAM
OF FAMILY TREE



Appendix 11

THE LIFE RAFT

Make up small groups of six students each. (Groups of less than six should imagine that there are six.)

To the students:

Imagine that your group is a family of adventurers. All of you are worthy seamen (or women). As a family project, you have built and supplied a raft which will accommodate as many as 13 people for two months. On your raft's maiden voyage you make a trip from Florence, Oregon to Tokyo, Japan. After floating for days and days with nothing but waves in every direction you see a small ship in the distance. The ship is a freighter that carries as many as 25 passengers besides the usual freight. On this trip the freighter is carrying 14 passengers besides its crew.

As your raft approaches the ship it is obvious that the freighter is in trouble. The freighter's captain signals for help. You find that there are 14 passengers to be saved since the crew feels it is their duty to go down with the ship. You signal that you only have room for seven of the passengers on your raft. At this point, the freighter's captain signals for someone to swim to the sinking ship to choose the seven to be saved. The freighter is sinking slowly so that it will be at least three hours before it is submerged. The eldest child in your family is a strong swimmer so swims to the ship to get a description of each of the passengers and then swims back to the raft. As a family, you must decide which seven people you will take onto your raft and therefore save their lives.

This is a list of the people who are passengers on the freighter. Choose the seven people who are to be saved.

1. Mr. Stone is 58 years old and the manager of a large department store. He is mostly bald and quite heavy. He is a handy man who likes to repair and build things around the house.

2. Mrs. Morris is 51 years old. She is dressed cleanly, but plainly. She supports herself by cooking in a restaurant since she was divorced and spends her evenings sewing for herself and her friends.

3. Mrs. Landon is 24 years old. She is average sized, has dark, neatly kept hair and is quite attractive. Although she is a housewife, she works part time as a housekeeper and reads for a hobby. She has asked to take her 3-year-old son with her.

4. Danny Landon is 3 years old, red-haired and average sized for a boy his age. He is polite and well-disciplined.

5. Mr. Adams is 37 years old, partially gray, short and quite small. He is a dentist and likes to hunt and fish in his spare time.

6. Mrs. White is 60 years old. She is a widow with gray hair and small sized. She earns her living by working as a housekeeper and a baby sitter. She likes to knit and crochet.

7. Cindy is 16 years old. She is petite and has long blonde hair and a pretty face. She has taken several years of ballet.

8. Mr. Thomas is a man 30 years old who is short and has light hair. He works in a library and is an amateur inventor.

9. Mr. Paul is a 21-year-old Black man. He is tall. He has just finished serving two years in the Air Force and is planning to enter college and continue his study in engineering.

10. Mr. Watson is 52 years old with a medium build and partially gray. He is a physician and spends much of his spare time working on photography.

11. Mrs. Haley is 59 years old, gray-haired and rather overweight. She is a Black school teacher with a special interest in history.

12. Marie is a 19-year-old girl who is quite tall, with dark hair. She is not considered to be attractive by usuql standards. She is a college student majoring in biolog, and works part time at an aquarium. She also like yard work.

13. Randy is 17 years old and a senior in high school. He has long brown hair and is good at working with cars and other mechanical work. He is an average studentbut often has been in trouble with his teachers and parents.

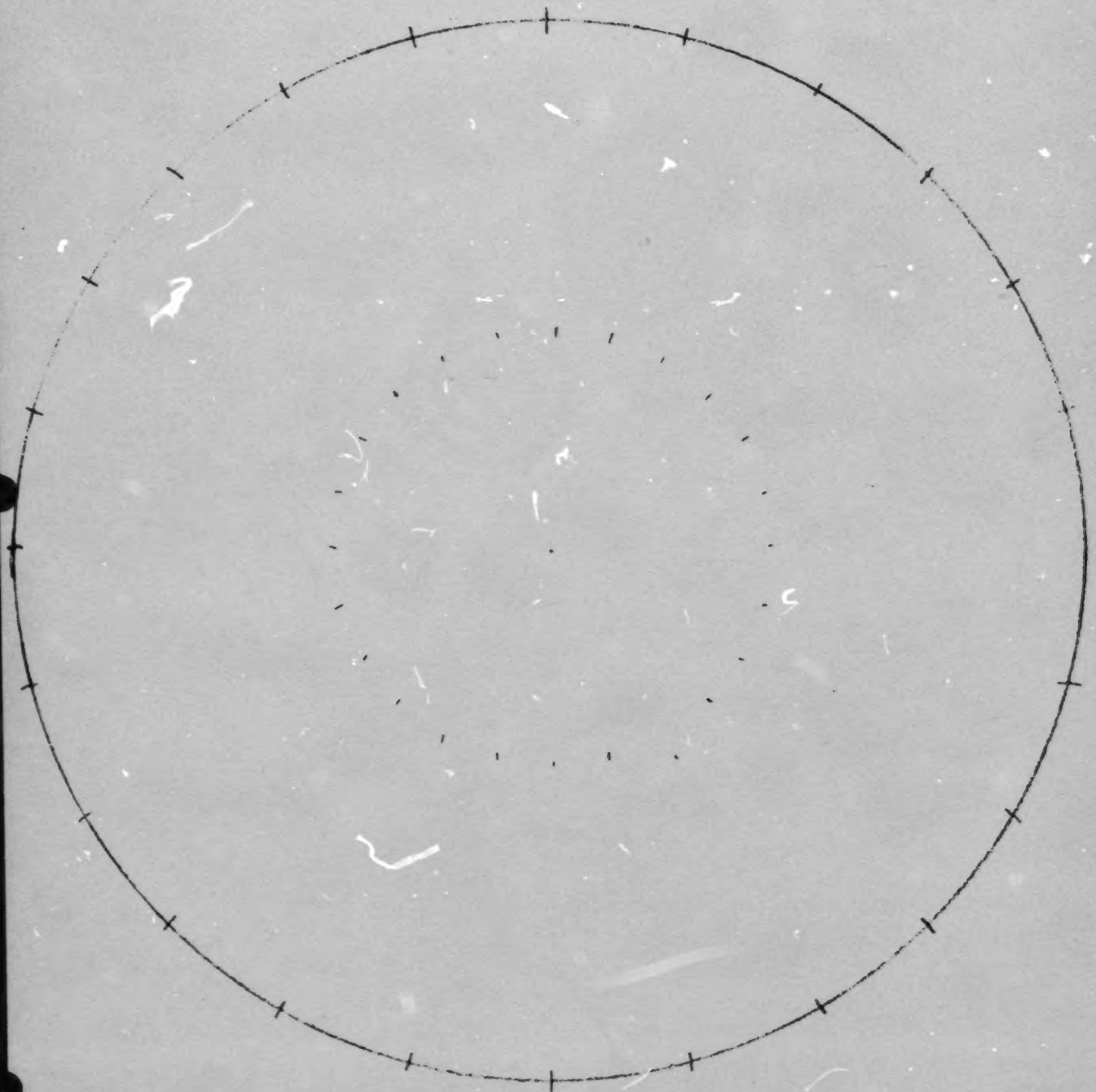
14. Dale is 10 years old. He is red-haired and large for his age. He is a good student and mows lawns after school. He likes to collect coins.

Appendix 12

THE LEISURE PIE

Name_____

NOTE: Circle is divided into hours in a day.



What part:

1. of your leisure time are you alone?
   none 1/4 1/2 3/4 all
   |_____|_____|_____|_____|

2. of your leisure time are you with relatives?
   none 1/4 1/2 3/4 all
   |_____|_____|_____|_____|

3. of your leisure time are you with friends?
   none 1/4 1/2 3/4 all
   |_____|_____|_____|_____|

4. of your own money do you spend on clothes, food, movies and other amusements?
   none 1/4 1/2 3/4 all
   |_____|_____|_____|_____|

5. of the letters you receive do you answer?
   none 1/4 1/2 3/4 all
   |_____|_____|_____|_____|

6. of your time at home should you have to help out with household work?
   none 1/4 1/2 3/4 all
   |_____|_____|_____|_____|

7. of your time would you like to be with your family?
   none 1/4 1/2 3/4 all
   |_____|_____|_____|_____|

8. of your time do you spend working for your church or ecology projects, or some other belief you are interested in?
   none 1/4 1/2 3/4 all
   |_____|_____|_____|_____|

9. of your time do you spend sleeping?
   none 1/4 1/2 3/4 all
   |_____|_____|_____|_____|

10. of your time do you spend working?
    none 1/4 1/2 3/4 all
    |_____|_____|_____|_____|

11. of your time is spent doing things you really don't want to do each day?
    none 1/4 1/2 3/4 all
    |_____|_____|_____|_____|

12. of your leisure time do you spend reading?
    none 1/4 1/2 3/4 all
    |_____|_____|_____|_____|

(Appendix 13 continued)

13. of your leisure time do you spend watching TV?

none 1/4 1/2 3/4 all

14. of the time you spend listening to music, do you listen without doing anything else, just listening?

none 1/4 1/2 3/4 all

15. of your day would you like time to do absolutely nothing?

none 1/4 1/2 3/4 all

Appendix 14

HOW DO YOU FEEL ABOUT WORK?

Circle the letter which corresponds closest to how you feel about these statements.

A Agree N Neutral D Disagree

A N D 1. All young people need to work to learn the"real value of money."

A N D 2. Parents expect their children to be interested in the occupations they (the parents) like or approve of.

A N D 3. It would not be acceptable to me to go into an occupation with no chance for advancement.

A N D 4. A wealthy person still needs to work to feel worthwhile.

A N D 5. Only a few very lucky people enjoy their work.

A N D 6. A man's whole life revolves around his work.

A N D 7. A woman's life can revolve around her occupation.

A N D 8. A woman's place is in the home.

A N D 9. I would not feel right being financially supported by my parents after I am 21.

A N D 10. I would not feel right being financially supported by the government after becoming an adult. (welfare or unemployment)

A N D 11. I am concerned about what type of work I will do.

A N D 12. The choice of one's work is one of the most important choices in one's life.

A N D 13. When an adult is out of work, he really begins to question his worth as a person.

A N D 14. One of my main concerns is to get a high paying job.

A N D 15. I could accept the idea of the set up where the man stays home and takes care of the kids and the house while his wife is the bread-winner.

A N D 16. I expect to work until I retire at 60 or 65.

A N D 17. I am aware of the job opportunities that are available to me.

A N D 18. Most adults I know work only for money.

A N D 19. In this society at this time one of my choices (a real possibility) is for me to not have a job.

(Appendix 14 continued)

A N D 20. In my community it is becoming more acceptable for boys to be artists, musicians, or craftsmen.

A N D 21. I would have to work to feel like I was contributing to society.

A N D 22. If you make enough money to provide food, clothing, and shelter, you would be satisfied with your job and not try to move to a higher paying job with more prestige.

A N D 23. The work that you do at 25 is probably the same type of work that you will do at 45.

A N D 24. Society places greater value on work that contributes to the welfare of people such as a social worker, than it places on work that produces a product such as a mill worker.

A N D 25. After establishing myself in one job I would change jobs in order to continue to be challenged.

A N D 26. An adult that changes jobs often is considered unstable or immature by society.

A N D 27. Individual work done with one's hands is the most personally rewarding work.

A N D 28. I want to have a better paying job than my parents.

A N D 29. I want to have a higher status job than my parents.

A N D 30. The people I work with are more important to me than the actual jobs I perform.

A N D 31. I know enough about myself to be able to choose the type of work I would be successful in.

A N D 32. I don't feel I have to decide on one occupation to do for the rest of my life--I want to have different types of jobs throughout my life.

A N D 33. Work is something that you spend time doing and you may or may not get paid for doing.

A N D 34. Crafts and making things with your hands are becoming more popular but they will remain hobbies and not become actual jobs which people earn their living by.

A N D 35. If the United States goes to a guaranteed annual income, I would choose to stop working.

A N D 36. Most people would work at a paying job even if they didn't have to support themselves by working.

(Appendix 14 continued)

A N D 37. If a healthy man doesn't work, he is classified as lazy, worthless, or a parasite by American society.

A N D 38. Most persons work only to earn money to do the things they enjoy doing in their leisure time.

A N D 39. All persons have an obligation to work at a job that contributes to society.

A N D 40. If people weren't working, they wouldn't know what to do with themselves.

A N D 41. Women have more freedom in their choice of work because they can just do what they want, whereas, men must worry about getting a job that will support their families.

A N D 42. Hippies are just taking time out from living mature, productive lives. They will eventually settle down.

A N D 43. The purpose of all education is to give people skills that they will need for meaningful employment in the future.

A N D 44. If I were assured of a job that I would enjoy doing and could make a living at, I would quit school before high school graduation.

A N D 45. Teachers, counselors and school courses are among the most important influences in my decision of choosing a job.

A N D 46. School only prepares people to go to college.

A N D 47. I feel there is a direct relationship between how well I do in school and how well I will do when I start working.

A N D 48. The purpose of high school education is not job training but training in how to understand and adjust to life in such a complex society as ours.

A N D 49. I understand the relationship between what I am learning in school now and the kind of person I'll be in the future.

A N D 50. High school students are under a great deal of pressure to decide what type of occupation they will go into.

A N D 51. School is to young people as work is to older people--drudgery.

A N D 52. It is more important that a man get job training than a woman.

A N D 53. I have an idea about the type of work I want for the rest of my life.

(Appendix 14 continued)

A N D 54. Preparation for a better job is the only reason to go to school after high school.

A N D 55. High schools could be improved by making them more directly related to job training.

A N D 56. It is important for the future of my family to have two cars, a boat, and a big house.

Appendix 15

ME: AT AGE 25

Name_____

All people think ahead to what might be for them in the future. Much of their dreams never happen but often the dreams lead to plans and happenings. Think seriously and write short essays after each section below. Pretend you are 25 years old. Take a look at yourself as you might be then. If not enough space is provided to write use the back of this sheet or another sheet or paper.

Name a job that you think you might be doing. Don't say you "don't know," of course you don't <u>really</u> know but pick something. Tell what you do on this job, what kinds of people do you work with (if any), what do you like about your work, what don't you like. Are you tired when you get home? What did you have to do to prepare for your job? What is your income? What kind of a worker are you? Try to be fairly accurate in your answers. If you tell me you are going to be a librarian making a million dollars a year I will doubt seriously that you have thought very far. Find out how much a person makes who has the job you chose. Be realistic.

Look at yourself "at home" at age 25. Where do you live? What is it like at home? What is your house like? Are you married? Children? Pets? If you have children how are you raising them? What are you doing that your parents did right or wrong? What are your friends like?

(Appendix 15 - continued)

No one works all of the time. What do you do for recreation? What are your avocations? Do you attend meetings often? What organizations do you belong to? Do you like sports, music, etc.?

What do you believe in as a person? What are the worst problems our world must face? What things really bother you about these problems? What do you feel has to be done? What are you prepared to do yourself to help? (Note: By the time you are 25 the world's problems may be very different from those of today but pretend they are the same as today.)

Think even farther ahead--age 35. Are you different from you at age 25? What is different? Why?

(*Appendix 15* - continued)

You have written a great deal about how you see yourself in the future. Now answer the following:

Are you now on the way to what you see for yourself in the future? List three things that are helping you to get what you want for yourself. If you are not on your way, why not? What things are going to keep you from it?

Appendix 16

PERSONALITY

The purpose of this sheet is to help you find out more about yourself and not to spot your faults. Fill in the blanks as best you can and as honestly as you can.

YOU.....

A. With People

1. Which types of people do you have trouble talking to?

_____Someone you just met _____Older people

_____Your teachers _____Your classmates

_____An important person _____Someone of the other sex

_____Strangers _____Someone of your sex

_____Other:_____

2. When you lose a game, what do you do?

_____Show your disappointment _____Blame the official

_____Congratulate the winner _____Other:_____

3. If you win a game, what do you do?

_____Brag about your performance _____Try to make the loser feel better

_____Tease the loser _____Other:_____

4. Do you feel it is important to have plenty of money in order to have a good time? Explain your answer: _____

_____

5. What types of people do you have difficulty getting along with?

_____Bossy _____Brainy _____Silly

_____Talkative _____Party-minded _____Sarcastic

_____Quiet _____Other:_____

6. Do you think it is very important to be friendly to people? _____

Why or why not? _____

(Appendix 16 - continued)

B. Participating:

1. What school clubs or community organizations (Scouts, 4-H, church groups, etc.) do you belong to? _____

_____

2. To what offices have you been elected? _____

3. On what committees have you served? _____

_____

4. In what projects or activities have you been involved? _____

_____

5. How would you feel if a friend of yours was elected student of the year?

_____Happy for the friend

_____Envious of the friend's election

_____Sorry for yourself

_____Determined to beat him next time

_____Other: _____

6. When you have to make a decision, what do you do?

_____Seek the advice of others first

_____Change your mind several times

_____Make up your own mind about what to do

_____Other: _____

7. Has anyone ever said that you don't cooperate with the group very well? Explain the circumstances: _____

_____

C. With Your Friends:

1. How many close friends do you have who are boys? _____

2. How many close friends do you have who are girls? _____

3. When people play a joke on you, what do you do?

_____Get angry

_____Plan to play a joke on them

_____Laugh with them

_____Other: _____

4. When you hear gossip about a friend, what do you do?

_____Repeat the gossip to someone else

_____Refuse to pass the gossip on

_____Repeat the gossip to the person involved

_____Other: _____

(Appendix 16 - continued)

5. Do you like to argue?

_____No _____Sometimes _____Yes

D. Working with other people:

1. When you have a job to do, which do you prefer to do?

_____Work alone _____Have others working nearby

_____Receive help or advice from others _____Do the job with someone else

2. When an activity is being planned at school or in a club, what do you usually do?

_____Volunteer to take charge _____Hope no one asks you to help

_____Offer to help out _____Offer ideas, but neglect to follow through

3. When someone does a better job than you, what do you do?

_____Compliment the other person _____Find fault with the other person

_____Offer excuses for your performance _____Try harder next time

4. If someone tries to show you how to do something, what do you do?

_____Get annoyed _____Listen carefully _____Other:_____

5. How do you usually get along with your teachers at school?

_____Very well _____Well

_____Fairly well _____Not very well

E. Yourself:

1. If a friend made fun of something you did that you were proud of how would you react?

_____Get angry _____Accept the criticism for what it's worth

_____Criticize the friend's work _____Other:_____

2. Do you feel that a brother or sister is favored over you at home?

_____Yes _____Sometimes _____No

_____Doesn't apply

(Appendix 16 - continued)

3. A girl you know refused to skip class with the rest of her group. What would you think about it?

_____Admire the girl's courage
_____Laugh at the girl for being so weak
_____Condemn the girl for trying to impress the teacher
_____Get angry because the girl wouldn't follow the crowd

4. Are you ever critical of others because their religious beliefs differ from yours?_____Explain your answer:_____

_____

5. How is your personal appearance?

_____Usually neat and clean
_____About as good as most people's
_____Sometimes sloppy
_____Other:_____

6. What kind of person do you think you are?

_____Pleasant and friendly
_____Easy to get along with
_____Rather selfish
_____Sometimes friendly; sometimes not
_____Hard to get along with
_____Other:_____

MANNERS AND GROOMING.....

A. How do you look to others?

1. Are your clothes usually clean?	Yes	No
2. Do you usually keep your hair clean and combed?	Yes	No
3. Do you have good posture?	Yes	No
4. Do you usually smile?	Yes	No
5. Do you usually look ahead rather than down?	Yes	No
6. Do you keep your teeth clean?	Yes	No
7. Do you usually have your shoes in good repair?	Yes	No
8. Do you try to keep your body free of offensive odors?	Yes	No
9. Do you ever overdress, that is, wear conspicuous clothes just for show?	Yes	No

(Appendix 16 - continued)

Name_____

Personality Traits

Listed below are personality traits which are considered to be important for success on a job and in relationships with other people. You will receive three copies of this sheet. Copy #1: This is YOUR copy to fill out as you see yourself. Ratings are from 1 to 5 with 1 being "Almost never" and 5 being "Almost always". Circle the number which is your estimate after the personality trait. Copy #2 is intended for your parents to complete. Copy #3 is for a friend to complete. When the three sheets have been completed, compare the results and find areas where you and your parents and your friend disagree. Keep these sheets for your records.

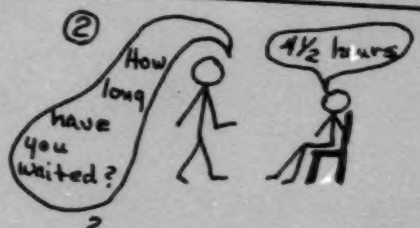
I am:

1.	Friendly	1	2	3	4	5	15.	Honest	1	2	3	4	5
2.	Cheerful	1	2	3	4	5	16.	Courteous	1	2	3	4	5
3.	Pleasant	1	2	3	4	5	17.	Careful to avoid bad language	1	2	3	4	5
4.	Reliable	1	2	3	4	5	18.	Loyal	1	2	3	4	5
5.	Thorough	1	2	3	4	5	19.	Cooperative	1	2	3	4	5
6.	Neat	1	2	3	4	5	20.	Poised	1	2	3	4	5
7.	Appropriately dressed	1	2	3	4	5	21.	Self-controlled	1	2	3	4	5
8.	Confident	1	2	3	4	5	22.	Punctual	1	2	3	4	5
9.	Helpful	1	2	3	4	5	23.	Tactful	1	2	3	4	5
10.	Optimistic	1	2	3	4	5	24.	Alert	1	2	3	4	5
11.	Sympathetic	1	2	3	4	5	25.	Persistant	1	2	3	4	5
12.	Self-reliant	1	2	3	4	5	26.	Sincere	1	2	3	4	5
13.	Trustworthy	1	2	3	4	5	27.	Modest	1	2	3	4	5
14.	Honest	1	2	3	4	5	28.	Patient	1	2	3	4	5

Write the correct vocabulary word from the given list for each cartoon below. Name _____

alert	honest	persistent	optimistic
confident	loyal	punctual	sympathetic
courteous	modest	poised	thorough
cooperative	patient	self-controlled	tactful

? _____



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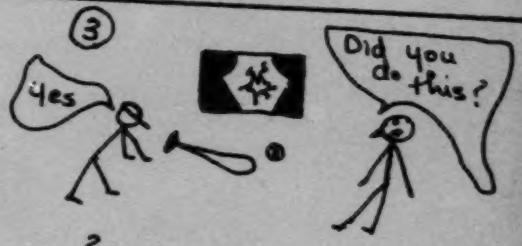

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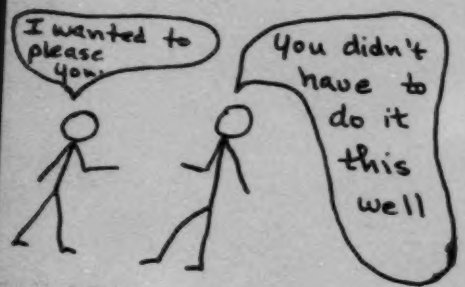

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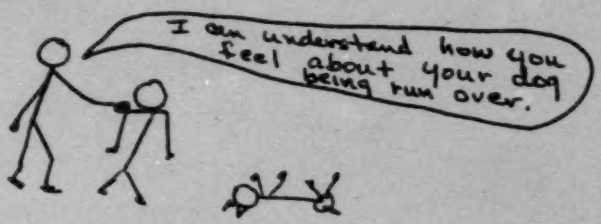

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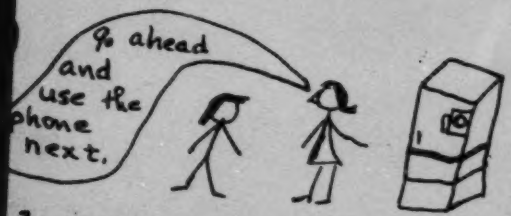

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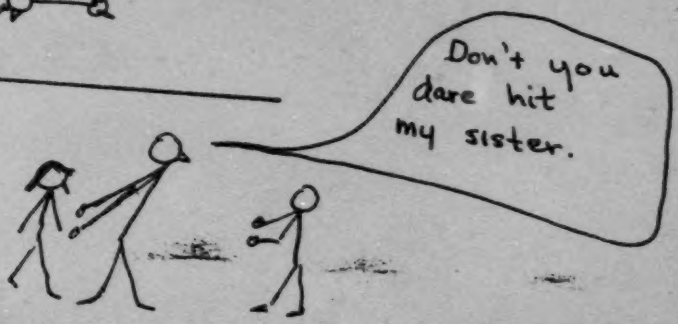

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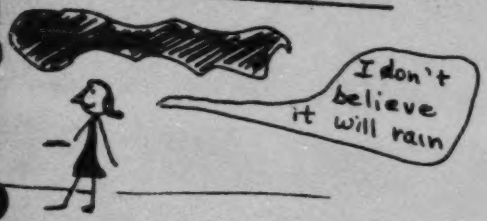

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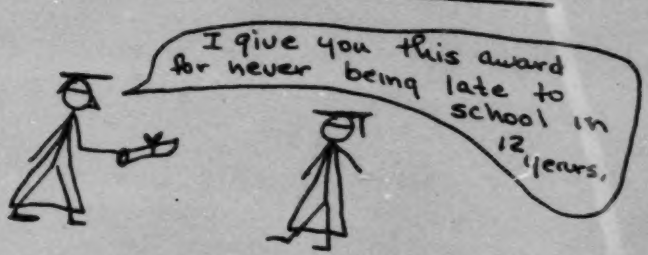

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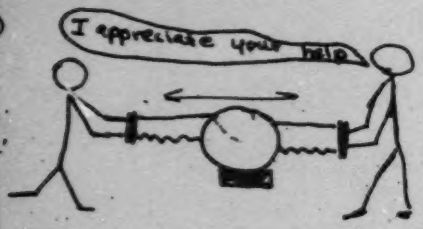

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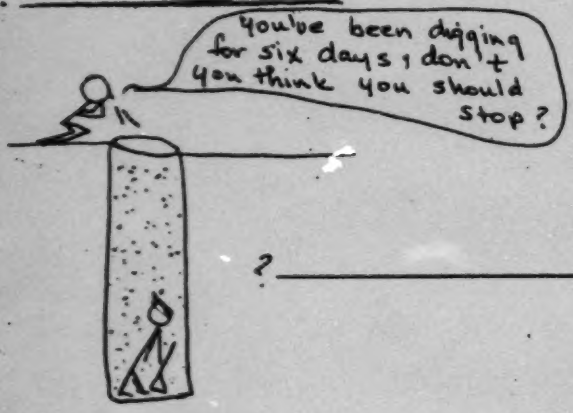
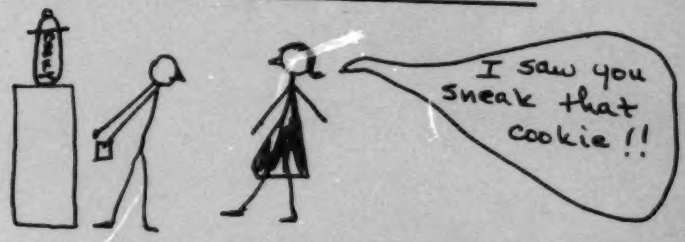


?_____

(15)

?_____

(15)



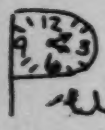
?_____

king at the picture-word below write a short definition for ch example below:

(2)

Ch ē ē rful

(4) Optimistic



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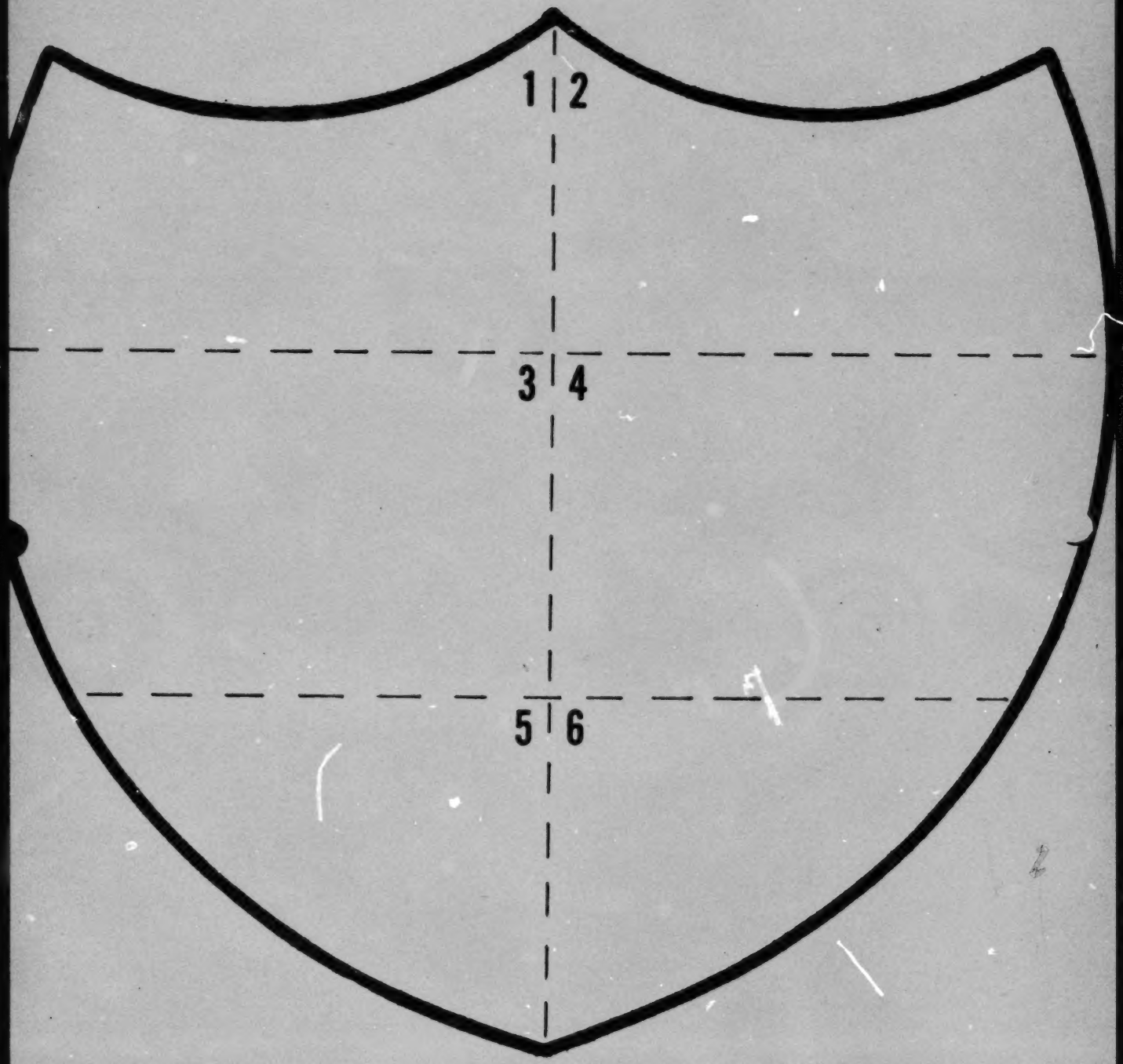
Persistent Persistent Persistent Persistent Persistent P

Helpful

Appendix 18A



Appendix 18-B

YOUR COAT-OF-ARMS*

Draw a simple sketch in each section. No awards will be given for art. What is important is what you show yourself that you value and what that says to you.

Directions:

1. In the first section, draw a picture which represents the best thing you've done so far in your life.

2. In section 2, draw pictures to represent two things you are good at.

3. In section 3, draw a picture to show your greatest failure in the past year.

4. In section 4, make a drawing symbolizing one issue you believe in deeply. Example: ecology, religion, brotherhood, honesty, etc.

5. In section 5, draw a picture representing something you want to do that you are willing to work for. (It can be a material item or a personality trait, etc.)

6. This is the only section in which to write words. Pick 3 words which you think would make a good motto for you. They can be 3 separate words or 3 words which make a sentence. They should be words you believe in.

*Adapted from "Dinner Table Learning", by Sidney B. Simon, Colloquy, December, 1971, United Church Press, Philadelphia, Pa., 19102.

Appendix 19

Name_____

(1) There are 5 roles that each of us play in life. Name the 5 roles.

_____ _____

_____ _____

_____

(2) This course was designed to help you know what kind of person you are. Name at least 5 things you know about the kind of person you are.

_____

_____

_____

_____

_____

(3) Name something you know about yourself that you did not know before you took this class.

_____

(4) You see teachers working almost daily. Since you know what their job is like think about whether you would make a good teacher with your personality. Decide: Would I make a good teacher? Circle one:

Yes No

(5) Now list at least 3 reasons why you decided as you did.

_____

_____

_____

_____

Appendis 20

COURSE EVALUATION

Lesson	I was absent	inter-resting	confusing	boring	I recom-mend you use it again	Drop it	Comments
Who am I?							
Communications Lab (tone of voice & facial expression)							
Events of my Life							
Clay heads							
20 Things I Love to do							
Priority Ladder							
Are you Some One Who?							
Personality Assessment							
Cartooning Vocabulary							
Family Tree							
Citizen: buttons & bumper stickers							
The Life Raft							
The Leisure Pie							
How Do You Feel About Work?							
Me at Age 25							
Coat-of-arms							

What was the best thing about this course so far?

What was the worst thing about this course so far?

Write any other comments you have about this course here:

Appendix 21

CAREERS LETTER SCRAMBLE

Below you are given some letters. Make as many different occupations as you can think of that can be made from those letters. Once a word is formed you can use the letters again to make a new word but you cannot make a word if there are not enough original letters to form the word.

Example: "X-ray technician" can not be included since there is no "X".

Here are your letters:

A A B C C D E E F G G H I I J K L L M N N O O

P P Q R R S S S T T T U V W Y

Appendix 22

Vocabulary of the World of Work

(circle one) Name_____

Pre or Post

1. demand
   a) extra things that go with a job, other than wages
   b) people who depend on your for a living
   _____ c) promotion or moving up in a job
   d) hobbies, interests

2. journeyman
   a) one who performs mental work
   b) an experienced worker, a craftsman
   _____ c) someone learning a trade or job
   d) person who depends upon you for a living

3. apprentice
   a) an experienced worker, a craftsman
   b) job or career, occupation
   _____ c) a person to go to for information
   d) someone learning a trade or job

4. social security
   a) pay given to you when you're out of work
   b) federal government retirement system
   _____ c) education in a specific field or profession
   d) wages or salary

5. fringe benefit
   a) pay given to you when you're out of work
   b) wages or salary
   c) promotion or moving up in a job
   _____ d) extra things that go with a job, other than wages

6. marital status
   a) chances for job openings to be available
   b) your married state
   c) skilled work usually done with the hands rather than mental work
   _____ d) name before you're married

7. employer
   a) worker
   b) person to go to for information
   _____ c) boss, person who hires other people
   d) person who depends upon you for a living

8. employee
   a) person to go to for information
   b) boss, person who hires other people
   _____ c) person who depends upon you for a living
   d) worker

9. prestige
   a) wages or salary
   b) hobbies, interests
   _____ c) promotion or moving up in a job
   d) thought of highly by other people

10. reference
   a) a place or person to go to for information
   b) extra things that go with a job, other than wages
   _____ c) name before you were married
   d) someone learning a trade or job

11. maiden name
a) name given to a person that tells what job he does
b) person to go to for information
c) name given to a person after promotion
_____ d) name before you were married

12. skill
a) promotion or moving up in a job
b) thing you can do, ability to do something
_____ c) job, career, occupation
d) hobbly, interest

13. dependents
a) people who depend upon you for a living
b) people to go to for information
_____ c) people who perform mental work
d) wages or salary

14. unemployment compensation
a) wages or salary
b) federal government retirement system
_____ c) pay given to you when you're out of work
d) promotion or moving up in a job

15. earnings
a) promotion or moving up in a job
b) pay given to you when you're out of work
_____ c) wages or salary
d) hobbies, interests

16. advancement
a) extra things that go with a job, other than wages
b) pay given to you when you're out of work
_____ c) promotion or moving up in a job
c) chances for job openings to be available

17. salary
a) hobby, interest
b) earnings, wages paid for a job
_____ c) pay given to you when you're out of work
d) education in a specific field or profession

18. D.P.T. number
a) the number of people out of work monthly in the U.S.
b) a number code for jobs showing involvement with things, people and data
c) a number given to a person who is unemployed
_____ d) the degree of people trades number

19. training
a) extra things that go with a job, other than wages
b) education in a specific field or profession
_____ c) railroad work
d) promotion or moving up in a job

20. profession
a) promotion or moving up in a job
b) skilled work usually done with the hands rather than mental work
_____ c) a job requiring advanced training; usually involving mental work
d) hobbies, interests

21. blue collar worker
a) person to go to for information
b) one who performs work
c) a worker requiring advanced training
_____ d) one who works with his hands or body

22. white colar worker _____
a) person who performs mental work
b) an experienced worker, a craftsman
c) one who works with his hands or body
d) someone learning a trade or job

23. avocation _____
a) hobbies, interests
b) education in a specific field or profession
c) wages or salary
d) job or career, occupation

24. vocation _____
a) a job or career, occupation
b) promotion or moving up in a job
c) skilled work usually done with the hands rather than mental work
c) hobbies, interests

25. outlook _____
a) promotion or moving up in a job
b) pay given to you when you're out of work
c) chances for job openings to be available
d) a place or person to go to for information

26. trade _____
a) pay given to you when you're out of work
b) work requiring advanced training
c) education in a specific field or profession
d) skilled work usually done with the hands rather than mental work

2. Help Wanted

Help Wanted 200

It is Unlawful Subsection 3, ORS 659.030) for any employer or employment agency to print or circulate or cause to be printed or circulated any statement, advertisement or publication, or to use any form of application for employment or to make any inquiry in connection with prospective employment which expresses directly or indirectly any limitation, specification or discrimination as to race, religion, color, sex or national origin, or any intent to make any such limitation, specification or discrimination, unless based upon bonafide occupational qualification.

DATA
GATHERER

Good reader, can pick out information; persistent---keeps looking for information. Will dictate information, to Recorder. Responsible to Manager for accuracy of information gathered.

Interested?

Qualifications:

Average reading scores
Thoroughness
Patience

Apply NOW! NOW!

Wages: 675.

MANAGERS NEEDED NOW!!

Must be a good speller; checks on work quality; responsible to employer for work being done, Helps workers when they have trouble. Checks accuracy of assigned work; proof-reads. If you want a

CHALLENGE try

MANAGING

To qualify as an applicant must be:

a good reader
able to use dictionary
responsible
able to work well with others

Wages: 800.

BE A RECORDER!!!!

Unlimited opportunities but must be willing to work long hours.

Fills out assigned work as dictated by the Data-gatherer. Must be willing to ask for spelling help. Responsible for copying material. Must write carefully.

Skills needed:

Can write carefully if you need to

Willingness to work.

Wages: 575.

125

AUCTIONS: 100

WEST END AUCTION

SALE Thursday 7:00 PM

Appendix 24

SAMPLE FORM FOR ON-THE-JOB
VISITS WITH PARENTS:

CAL YOUNG JUNIOR HIGH SCHOOL

Dear G.I.T. Parent or Guardian:

Among the goals of the G.I.T. program there is the hope that each student will be able to visit on-the-job with one or both of his parents. Such a visit would give the student a better picture of his parent's role in the world-of-work and also provide a common ground for student and parent to discuss the importance of choosing the right job to fit the individual, advantages and disadvantages of particular jobs, and the satisfaction of working. It can be arranged for a student to be released from school for a half-day or day to make the viair. Any day for the remainder of the school year is a possibility. If you can arrange such a visit with your employer, I am sure both you and your son/daughter would gain from the experience.

Please fill in the following information and have your son/daughter return it in a few days prior to the visit.

Sincerely,
Carol J. Gorby
Al Miksis G.I.T. Teachers
Kevin Early

Student's name_____ Place of visit_____

Occupation to be observed:_____ Place of visit_____

Date of visit_____

_____
Signature of Parent or Guardian

NOTE: The student will be expected to make up any school work he misses on the day of his released-time visit.

Appendix 25

G.I.T. Inc.

Please Print Date / /

APPLICATION FOR EMPLOYMENT

Name ☐ Mr. ☐ Mrs. ☐ Miss. First	M.I.	Last	Social Security No. ___-___-___

Street Address	City	State	zip

Telephone No. ___-___-____	Date of birth / /	Height	Weight	

Marital Status ☐ Married ☐ Separated ☐ Single ☐ Widowed ☐ Divorced	No. of Dependents	Total to support (include self)

Describe your Health	Have You Ever Had a Serious illness or Injury? ☐ yes ☐ no	If yes, what?	When?

Describe Any Physical Limitations you Feel should be known.

What Type of Work are you Applying For?	What experience have you had in this work?

Have you ever drawn unemployment compensation? ☐ Yes ☐ No	If yes, when?

EDUCATION

Name of school	Years completed	DO NOT WRITE BELOW

WORK HISTORY

Employed From Mo. Yr.	Employed To Mo. Yr.	Employer	Nature of work	Earnings	Reason left
/	/				
/	/				

May we contact the employers above? If not, note those you don't wish us to contact

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(Appendix 25 - continued)

List 2 people that you wish to contact as references. Be prepared to present these references at your job interview.

Name	Address	How you know this person
1.		
2.		

I understand that; if employed, any misrepresentation of facts on this application is sufficient cause for dismissal. Classification as a regular associate depends upon successfully performing work assigned me during a trial period and upon the further need of my continued employment by the company. The company in considering my application for employment may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information relating to my background.

_____
Signature

DO NOT WRITE BELOW THIS LINE

APPLICATION FOR EMPLOYMENT * Computer Operator — PRINT IN INK — DATE OF APPLICATION 1/10/71

NAME: ☐ MR. ☐ MRS. ☐ MISS — FIRST: Ken — M.I. — LAST: Hanlon — SOCIAL SECURITY NO.: 013-22-5618 — TELEPHONE NO. (A/C): (714) 265-1854

STREET ADDRESS: 957 Ditmus Ave. — CITY: San Diego — STATE: Calif — ZIP

DATE OF BIRTH: 6/25/47 — HEIGHT: 6'5" — WEIGHT: 160 — MARITAL STATUS: ☐ MARRIED ☐ DIVORCED ☑ SINGLE ☐ WIDOWED ☐ SEPARATED — AGES OF DEPENDENT CHILDREN — HAS CARE FOR CHILDREN BEEN ARRANGED? ☐ YES ☐ NO — NO. OF OTHER DEPENDENTS — TOTAL TO SUPPORT (INCL. SELF)

HAVE YOU EVER BEEN EMPLOYED BY THIS COMPANY ☐ YES ☐ NO — IF "YES", WHERE — WHEN / / — WHY DID YOU LEAVE?

NAME OF RELATIVE WITH THIS COMPANY — LOCATION — POSITION — RELATIONSHIP

DESCRIBE YOUR GENERAL HEALTH: fair — HAVE YOU EVER HAD A SERIOUS ILLNESS OR INJURY? ☐ YES ☒ NO — HAVE YOU EVER RECEIVED COMPENSATION FOR INJURIES? ☐ YES ☒ NO — IF "YES", NATURE OF INJURY — WHEN / / — IS THIS CLAIM SETTLED? ☐ YES ☐ NO

HAVE YOU EVER HAD TUBERCULOSIS? ☐ YES ☒ NO — HAVE YOU EVER HAD A RUPTURE OR A HERNIA? ☐ YES ☒ NO — IF "YES", WHEN — WAS IT CORRECTED BY OPERATION? ☐ YES ☐ NO — DESCRIBE ANY PHYSICAL LIMITATIONS YOU FEEL SHOULD BE CONSIDERED IN JOB PLACEMENT

WHAT TYPE OF WORK ARE YOU APPLYING FOR? Computer Op. — WHAT EXPERIENCE HAVE YOU HAD IN THIS TYPE OF WORK? — ARE YOU APPLYING FOR ☒ FULL TIME ☐ PART TIME — DATE YOU ARE AVAILABLE TO START: Now

IF YOU ARE EMPLOYED AT PRESENT, WHY DO YOU WISH TO CHANGE?

HAVE YOU EVER DRAWN UNEMPLOYMENT COMPENSATION? ☑ YES ☐ NO — IF "YES", GIVE DATES: none

DO NOT WRITE BELOW THIS LINE

EDUCATION

NAME OF SCHOOL	YEARS COMPLETED	YEAR GRADUATED
HIGH SCHOOL: Unionlake	3	63
COLLEGE		
OTHER (NAME OR TYPE): Institute of Computer Tech.		70

FEDERAL LAW AND A MAJORITY OF STATE LAWS PROHIBIT DISCRIMINATION IN EMPLOYMENT BECAUSE OF AGE, SEX, RACE, COLOR, RELIGION AND NATIONAL ORIGIN.

WORK HISTORY

EMPLOYED FROM MO./YR.	EMPLOYED TO MO./YR.	EMPLOYER START WITH LAST OR PRESENT EMPLOYER	NATURE OF WORK DURING EACH EMPLOYMENT	EARNINGS STARTING	EARNINGS LEAVING	REASON FOR LEAVING
/	/	USIU	65 6-1		720	No Advancement
/	/	Roosevelt - Tax	Ralin Dispatcher		560	No Advancement
/	/					

MAY WE CONTACT THE EMPLOYERS LISTED ABOVE? IF NOT, PLEASE NOTE THOSE YOU DON'T WISH US TO CONTACT.

I understand that; If employed, any misrepresentation of facts on this application is sufficient cause for dismissal. Classification as a regular associate depends upon successfully performing work assigned me during a trial period and upon the further need of my continued employment by the company. The company in considering my application for employment may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning my background.

SIGNATURE AS SHOWN ON SOCIAL SECURITY CARD: Ken Hanlon

DO NOT WRITE BELOW THIS LINE

m J. C. Penney's Co. Kit: Career Decissions: Finding, Getting, and Keeping a Job, J. C. Penney's, Inc., 1301 Avenue of Americas, New

Appendix 27

G.I.T. Inc. Employment Test

Name Position applying for Date / /

This test is designed to help place you in a job that best fits your personal abilities. Record the answers to the following questions by darkening in the proper box in the right-hand column of each page. Study the following example:

Example	Answer
How many hours are in a day? (a) 18 (b) 20 (c) 24 (d) 30	1. (a) (b) ■ (d)

Spelling

1. a) athalete b) athelete	c) athlete d) none of these	1. (a) (b) (c) (d)
2. a) beleeve b) believe	c) beleave d) none of these	2. (a) (b) (c) (d)
3. a) persistant b) persisstent	c) persisstant d) none of these	3. (a) (b) (c) (d)
4. a) occupation b) occuppation	c)occupatian d) none of these	4. (a) (b) (c) (d)
5. a) seperete b) seperate	c) separate d) none of these	5. (a) (b) (c) (d)

Penmanship

Rewrite the following paragraph in your own handwriting:

"Federal law and a majority of state laws prohibit discrimination in employment because of age, sex, race, color, religion, and national origin."

Reading for Accuracy

On the following page is a description of a commercial photographer's job. Answer the questions below from your reading:

1. Name of job _____

2. How much does an experienced worker make a week? _____

3. Name 4 high school courses that would help a person in this job.

_____

_____

(Appendix 27 - continued)

4. Name 2 jobs a beginner often does in photography.

_____ _____

5. Name 2 bad things about working in a darkroom.

_____ _____

6. How many years of formal education is usually recommended for this job?

_____

7. Where is the Eastern Kodak Co.? _____

(Appendix 27 - continued)

CAREER SUMMARY*

Photographer, Commercial

Duties:

The Commercial Photographer photographs buildings, interiors, groups, banquets, store windows, merchandise of all kinds, machinery, materials for catalogs and other advertising pieces, etc.

In a small studio, he may do all of the following duties, while in a large studio each different process may be done by a specialist.

He arranges articles, poses models, etc., adjusts lighting, prepares backgrounds, selects the proper lens and time exposure, places the camera in correct position, loads the film, focuses the camera, and snaps the shutter.

He may mix the developer, immerse the film for the required time, transfer it to a liquid fixer for a predetermined time, place the film in a tank of water to wash, and then hang it up to dry. He may retouch the negative or give it to a retoucher.

The Photographer is then ready to make prints. He may enlarge, reduce, or intensify areas, or print it as it is. He places the negative in a projector or directly onto sensitized paper, exposes it to light for the proper time, and then places the paper in a developing solution until the picture on the print is clear. He then fixes the print and rinses it in water. He may retouch the photograph after it dries or pass it on to a finisher. He may also mount the photograph in a frame.

Beginners often start as laboratory assistants or as cameramen's helpers.

Working Conditions:

The work of the Commercial Photographer is done under varying conditions. He may work in a pleasant studio, out-of-doors, or in various shops, stores, or factories. The developing and printing is done in a darkroom which is sometimes humid and filled with chemical odors, although generally it is well ventilated.

Overtime and working at odd hours may be required. It is also necessary at times to work evenings and weekends taking pictures in establishments when the normal business of the day is not in progress.

Personal Qualifications:

Artistic ability, imagination, and originality are essentials for the Commercial Photographer. In addition, he should have a keen interest in photography, be persevering, and have a liking for detail. He should have a sense of dimension, depth, color perception, and balance.

A small percentage of Commercial Photographers are women.

Education and Training:

After high school graduation, the Commercial Photographer aspirant can obtain the desired background in several ways. On-the-job training, accompanied by considerable reading and studying is a possibility. However, the best background can be obtained through two or more years of practical experience working with a good Photographer.

Proper formal education is available in technical schools, junior colleges, and four-year colleges. Eastman Kodak Company, Rochester, New York, has a free

publication, "A Survey of Photographic Instruction", which contains the names and addresses of over 350 technical schools and junior and senior colleges that offer basic and specialized photography courses. About 35 of these offer from 2 to 10 hours of commercial photography. In the technical schools and junior colleges, one may enter as a regular student, if the applicant does not want a degree program in the senior colleges, he can enter most of them as a special student and take only the photography courses. The following schools from this list offer five or more credit hours of courses in commercial photography: California: Art Center College of Design, 3553 W. Third St., Los Angeles; City College of San Francisco; Laney C., Oakland; L.A. City C., Los Angeles; L.A. Trade Tech. C., 400 W. Washington Blvd., Los Angeles; Orange Coast C., Costa Mesa; Santa Barbara City C., Santa Barbara; New York: Fashion Inst. of Tech. 227 W. 27th St., N.Y.; Rochester Inst. of Tech., Box 3408, Rochester; Texas: Sam Houston St. C., Huntsville; Washington: Everett Comm. C., Everett.

A second list in the above directory gives the names of schools offering certificates, associate degrees, and bachelor degrees in photography.

Earnings and Hours:

Salaries of Photographers depend largely upon the locality, the size of the establishment in which the Photographer works, and his experience. According to the Professional Photographers of America, Inc., beginning salaries of those with special education but with no experience range from $85 to $100 per week. With experience, Photographers earn from $100 to $150 a week. When self-employed, they can earn from a bare existence to as much as $15,000 a year.

The usual eight-hour day, five-day week prevails in most establishments, but the hours most Commercial Photographers work are governed by the need of each particular assignment.

While in High School:

The recommended high school courses for the Commercial Photographer aspirant are algebra, geometry, chemistry, and art. If he plans to have his own business, typing and bookkeeping could prove helpful. Join the photography or camera club in your high school.

Any experience that can be gained through summer or part-time work as a Photographer's assistant or in a camera shop could be valuable. Reading and studying a photographic magazine would be helpful to anyone with real interest in this field.

Also develop photography as a hobby; build your own darkroom; collect equipment as you are able; procure the best camera you can afford and learn to use it well; practice arranging various articles in attractive settings and taking pictures of them; try out some of your ideas on local business men.

Outlook:

Competition is keen but the well-prepared beginner with real talent can usually find a place as a helper or assistant with a possibility of progressing to a Photographer.

Related Careers:

Other photographic careers the aspirant may consider before making his or her final career decision include motion picture cameraman, photojournalist, industrial, aerial, scientific, and graphic arts photographer. Other related careers are camera store salesmen or owner, cartographer, and photogrammetrest.

For Further Information:

Photography as a Career; Professional Photographers of America, Inc., 152 West Wisconsin Ave., Milwaukee 3, Wisconsin, 4 pages, free, request latest revision.

Photography in Your Future; Sales Service Division, Eastman Kodak Co., Rochester, N.Y. 14604, 6 pages, free, request latest revision.

Acknowledgment:

We gratefully acknowledge the assistance given us in the revision of this summary by the Professional Photographers of America, Inc.

*Careers, Inc.,Largo, Florida 33540, revised October 1968.

(Appendix 27 - continued)

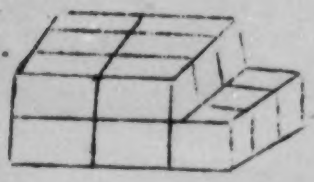
General Intelligence

Look at the piles of blocks below. How many blocks in each pile?

1.

a) 9
b) 11
c) 12
d) 13

a b c d

2. 

a) 13
b) 14
c) 15
d) 17

a b c d

Complete the following sequences of numbers:

Example: 0,3,6,9,12 __ __ __

Answers

Ex. 15, 18, 21

1. 1, 4, 7, 10, 13, __, __, __ 1. ____, ____, ____
2. 3, 5, 8, 10, 13, 15, __, __, __ 2. ____, ____, ____
3. 82, 78, 74, 70, ___, ___, ___ 3. ____, ____, ____
4. 1, 2, 6, 24, 120, ___, ___, ___ 4. ____, ____, ____
5. 1, 4, 9, 16, 25, 36, __, __, __ 5. ____, ____, ____
6. 6, 9, 18, 21, 42, 45, __, __, __ 6. ____, ____, ____

Appendix 28

Interview Questions

Your interview may be long or short. The direct questions listed below are the sort you may be asked and are used to help the interviewer know more about your skills, background, education, and work experience. At the same time, the interviewer will be asking himself silent questions about your willingness to work, your ability to get along with people.

Direct Questions:	Silent Questions:
Why do you want to be a _____?	Is this person really interested in this type of work?
What are the duties of a _____?	Does he get along well with others?
What skills do you have for the job?	
Describe your work at _____.	
Why did you leave?	
Did you like your work? Your boss?	
Did you like your fellow workers?	
What high school did you attend? Graduate?	Has this person shown enough drive to get his diploma?
What were your grades? Attendance? Tardiness?	Do his grades show a serious attitude?
Did you get along well with your teacher?	Does he get along well with people in authority?
What activities did you enjoy?	Is he sociable or a loner?
Do you support or help your family?	Has this person accepted his home responsibilities?
How long at your present address?	Is he likely to move away and leave the job?
What do you like to do in your leisure time?	Does he spend his time wisely?
Are you frequently ill?	Will he be absent a lot?
What do you want to be 10 years from now?	Is he looking to the future?

During the interview let the interviewer lead the way. Ask questions about salary, benefits, etc., near the end of the interview so you don't leave the impression that that is all you care about. Thank the interviewer for his time.

W	H	I	T	E	C	O	L	L	A	R	W	O	R	K	E	R	K
A	R	S	O	E	R	E	Y	O	L	P	M	E	S	L	O	P	T
B	R	O	A	K	M	L	E	G	A	U	F	F	O	P	P	O	N
O	C	C	K	R	A	P	P	R	E	N	T	I	C	E	L	P	E
D	R	I	O	R	I	R	L	E	G	A	R	T	I	Y	M	I	M
E	L	A	O	N	D	E	Y	O	R	K	S	S	A	L	A	R	Y
P	U	L	L	T	E	I	L	O	R	V	E	E	L	H	I	M	O
E	V	S	T	E	N	R	Y	M	U	S	C	R	S	H	B	U	L
N	T	E	U	E	A	R	N	I	N	G	S	P	E	N	O	W	P
D	I	C	O	C	M	A	M	B	E	A	I	N	C	G	F	O	M
E	O	U	D	N	E	L	I	S	H	A	N	T	R	D	J	M	E
N	T	R	V	E	U	V	E	N	I	L	E	R	E	E	V	A	N
T	N	I	O	R	M	E	N	C	R	A	Z	A	E	Y	N	R	U
S	E	T	C	E	B	A	U	T	W	S	K	I	L	L	O	I	H
A	M	Y	A	F	R	I	N	G	E	B	E	N	E	F	I	T	N
D	E	O	T	E	S	I	T	D	M	A	T	I	T	E	S	A	O
R	C	N	I	R	O	O	N	E	P	W	I	N	O	L	S	L	I
L	N	E	O	V	E	R	K	N	L	O	T	G	W	N	E	S	T
E	A	V	N	E	N	M	E	B	O	U	R	T	T	O	F	T	A
M	V	O	J	O	U	R	N	E	Y	M	A	N	R	R	O	A	C
O	D	D	P	T	N	U	M	B	E	R	D	W	I	W	R	T	O
I	A	L	L	S	E	E	H	I	E	M	E	I	H	O	P	U	V
R	E	K	R	O	W	R	A	L	L	O	C	E	U	L	B	S	A

Find the vocabulary words in the puzzle above. Words may be horizontal, vertical, diagonal, or backwards but always in a straight line.

advancement
apprentice
avocation
blue collar worker
DPT number
demand
dependents
earnings
employee
employer
fringe benefit
journeyman
maiden name
marital status
outlook
prestige
profession
reference
salary
skill
social security
trade
training
unemployment
vocation
white collar worker

Appendix 30

To: All Workers of G.I.T. Inc.

From: Personal Manager

Re.: Task for April 19

G.I.T. Inc. does research on occupations as a business. Newsweek magazine has asked us to research an article called:

"Questions that Should be Answered About Jobs: Guidelines for the Job Seeker"

Below are the phases of your work today:

Phase 1. -

The total work crew brainstorms as many questions as they can for the article. Use 10 minutes only for this. Recorder makes a list of questions the group discovers.

Phase 2. -

data gatherer -

Get 3 job descriptions of 3 different jobs from the Career file
Scan the descriptions to find what kinds of information are on all e
3 cards to get more ideas for questions.
Dictate your ideas to the recorder.

recorder -

Write out questions from the data gatherer.
Watch your spelling.
Ask for help from your group if spelling is a problem for you.

manager -

1) Prepare a clean sheet of paper with the title of the Newsweek article at the top. Be neat. Write carefully.
2) Write a short paragraph beneath the title to tell what the article is about.
3) Attach your paragraph to the questions list and proofread the questions for mistakes.
4) Five minutes before the period ends decide who will be responsible for any finishing up needed to be done.

Appendix 31

Questions that Should be Answered About Jobs:

Guidelines for the Job Seeker --a production of G.I.T. Inc.

This article is a list of some of the questions that definitely should be answered before anyone decides on a job for themselves. For example, the first thing to ask might be "What are the duties of the job?" to make sure you like the work. Next, you might ask do you meet the requirements for the job? What are they? Are the earnings what you expected? Do you need more education than you are willing to get? Do you need to be able to run certain kinds of equipment? These are some things to think about when you consider a job. Below are more such questions:

1. What are the duties of the job?
2. What are the working conditions?
3. Are there any training requirements?
4. What are the earnings?
5. How much education is needed?
6. What kind of equipment would you work with (if any)?
7. Is the work usually done by a man, or a woman?
8. Do workers wear uniforms?
9. How many hours in a work day?
10. Would the job require the worker to travel?
11. What about vacations?
12. Will the work involve people?
13. Is the work physically strenuous?
14. Will the worker's weekends be free?
15. Does the worker provide his own tools?
16. Could the work be done part time?
17. What are the possibilities of advancement?
18. What is the importance of the job?
19. How good are chances of getting a job in this field?
20. What are related careers to this job?
21. What high school courses would best prepare a person for this job?
22. Where could I get information about the job?
23. How does a person get started in this job?
24. Is the work done inside or outside?
25. Is experience necessary to obtain the job?
26. Does the job involve working with the hands?
27. Is there a chance of being transferred to other cities to keep the job?
28. Is there a possibility of night work?
29. Is the work area noisy?
30. Would the job require involvement with people's personal problems?

(Appendix 31 - continued)

31. Does the job require mental or physical work mostly?
32. Is there any risk or danger involved in this job?
33. Is the worker insured against accidents?
34. Will workers get paid holidays off from work?
35. Do workers get sick leave?
36. Where can the worker get the education he needs?
37. Is it unionized?
38. Is there much overtime work?
39. Is the worker insured?
40. Does the company have a medical or dental plan?
41. Are there company activities for workers like picnics, bowling, etc?
42. Do they have a profit-sharing plan?
43. Do you have to be a certain height or weight?
44. Is the work seasonal?
45. What is the history of the company you want to work for?

Appendix 32

Group 1 Name _____

Using Resource Materials:

You have 20 minutes only! With your team, find the answers to as many of the following questions as possible.

1. Give the D.O.T. number for veterinarian. _____

2. Name the fringe benefits usually obtained when a person works as a Licensed Practical Nurse.

   _____ _____

   _____ _____

   _____ _____

3. What is the average monthly salary of a pharmacist? _____

4. How much education is needed to become a civil engineer? _____

5. What is the demand for airline pilots at this time? _____

   _____

6. Name four duties of a dental hygienist.

   _____ _____

   _____ _____

7. How many hours a week does a radio broadcaster work? _____

8. Name a union that a carpenter might join. Give its address.

   _____

   _____

   _____

   _____

(Appendix 32 - continued)

Group 2 Name_____

Using Resource Materials:

You have only 20 minutes to work!! With your team, find the answers to as many of the following questions as possible.

1. Give the D.O.T. number for Registered Nurse. _____

2. Name the fringe benefits usually obtained when a person works as a carpenter.

_____ _____

_____ _____

_____ _____

3. What is the average monthly salary of a household maid? _____

4. How much education is needed to become an architect? _____

5. What is the demand for policeman at this time? _____

_____

6. Name four duties of a geologist:

_____ _____

_____ _____

7. How many hours a week does a photographer usually work? _____

8. Name a union that a plumber might join. Give its address.

_____

_____

_____

_____

(Appendix 32 - continued)

Group 3 Name_____

Using Resource Material:

You have only 20 minutes to work!! With your team, find the answers to as many of the following questions as possible.

1. Give the D.O.T. number for a Commercial Fisherman. _____

2. Name the fringe benefits usually obtained when a person works as a secretary.

_____ _____

_____ _____

_____ _____

3. What is the average monthly salary of a millwright?_____

4. How much education is needed to be a school counselor? _____

5. What is the demand for auto body repairman at this time? _____

_____

6. Name four duties of an electrician.

_____ _____

_____ _____

7. How many hours a week does a janitor usually work? _____

8. Name an employee's organization that an airline stewardess might join. Give its address.

_____

_____

_____

_____

Names 1._____

2._____

3._____

Appendix 33

Job Study in the Library

A. Job Information

Name of Job _____ D.O.T. No. _____

1. Duties of the job:

_____ _____

_____ _____

_____ _____

2. What courses in school help you in this job? _____

_____

3. Where can you get training for this job? _____

_____

4. What makes the job desirable? _____

_____

5. What are the unpleasant aspects of this job? _____

_____

6. Is there a demand for this kind of work? _____

7. What does a beginning worker earn? _____

8. What fringe benefits are available? _____

_____

9. How many hours of work per week? _____

B. Using the Card Catalogue:

1. Draw a simple map to show where the card catalogue is located in our library.

2. Name at least 3 books listed in the card catalogue that would have information about the job above.

3. Go to the library shelves and find these books and srite the last word of each of the books below. Each member of the group should locate a book to prove he knows how to find a book.

C. Using the Reader's Guide:

1. Draw a simple map to show where the Reader's Guide is located in our library.

2. What is the Reader's Guide used for?

3. List 3 magazine articles that were written about the job you are studying.

4. Locate at least one article of those listed in the library's magazine collection. Make sure all group members know how to locate magazine articles.

Appendix 34

(your street address)

(your city, state, zip code)

(today's date)

(company's name)

(department if listed)

(company's street address)

(city, state and zip code)

(greeting: "Gentlemen:")

(closing: "Sincerely yours,")

(your signature)

Appendix 35

FORM FOR STUDYING AN OCCUPATION (JOB) NAME_____

I. Name of the job: _____ D.O.T. Number _____

II. Description of the work on the job (List at least 5 duties)

A. _____
B. _____
C. _____
D. _____
E. _____
F. _____
G. _____
H. _____
I. _____
J. _____

III. Education or training needed for the job:

A. What you have to know how to do? (Skills)

1. _____
2. _____
3. _____

B. What school courses help to prepare you for this job?

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

C. Where can you get training needed for this job?

1. _____
2. _____
3. _____

IV. What kind of personality, interests and abilities would be best for this job?

A. _____
B. _____
C. _____
D. _____
E. _____
F. _____
G. _____
H. _____
I. _____
J. _____

(Appendix 35 - continued)

V. Need for workers in this job (Demand)

A. Are we short workers in this job now? _____

B. Will more workers be needed in the future? _____

VI. Earnings

A. Beginning Wage per month _____

B. Wage earned by most workers _____

C. Highest Wage _____

D. Is there usually a vacation with pay? ____

E. Any other benefits? Name them _____

_____

VII. Hours of Work

A. How many hours on the average would one work: daily _____ weekly_____

B. Is there extra pay for overtime work? _____

C. Are there seasonal layoffs? _____

VIII. Health and Safety

A. Are there health dangers involved? Explain: _____

_____

B. Is there a high accident rate on this job? Explain: _____

_____

IX. Employee Organizations

A. Would you be expected to join a union or some other employee organization?
Explain: _____

X. Service to the Community

Name ways that workers in this job serve the community.

A. _____

B. _____

C. _____

D. _____

E. _____

XI. Activity on the job (check how often)	A lot	Sometime	Once in awhile	Never
1. Work deals with things or objects.	____	_____	_____	_____
2. Work involved with people in business matters	____	_____	_____	_____

(Appendix 35 - continued)

	A lot	Sometimes	Once in awhile	Never
3. Work is routine (same thing every day)	_____	_____	_____	_____
4. Work with people in a social sense	_____	_____	_____	_____
5. Work is concerned with people & communicating ideas	_____	_____	_____	_____
6. Work results in prestige (respect from other people)	_____	_____	_____	_____
7. Work is scientific or technical	_____	_____	_____	_____
8. Work is creative (have to develop your own ideas)	_____	_____	_____	_____
9. Work is involved with processes and/or machines	_____	_____	_____	_____
10. When the work is over you have a product you can see	_____	_____	_____	_____

XII. Does this job interest you?

Yes, definitely _____ Somewhat _____ Not at all _____

Why? _____

_____

_____

_____

Appendix 36

"Recruiting" Poster for a career of your choice:

This assignment should be done in either two's or three's. That means if your work crew has 4 people you should produce 2 posters. You will have two class days to complete the assignment. The posters will be due Thurs. May 24 (B day) or Fri. May 25 (A day).

Tasks involved to complete the poster: decide on a subject
gather information
art work and/or cut out pictures
titles and labeling

All posters must include the following:

a slogan or title
pictures for interest
the duties of the job
qualifications needed
pay
hours of work
fringe benefits
where work might be done
where training could be obtained
D.O.T. number

Work should be done neatly and carefully. The best posters will be kept for the Learning Center Career Corner.

Appendix 37

NAME_____ Position _____Evaluator_____

A CHECKLIST FOR WORK EVALUATION

IS THE WORKER A CONTRIBUTION TO CLASS WORK?

DOES HE OR SHE - -	-LO-	*HI+
- - get there on time?		
- - take part in group work		
- - take care of group obligations (like getting his share of the work done on time)?		
- - come prepared for work? (pencil, paper, etc.)		
- - get to work immediately so as not to waste time		
- - take care not to put others down so that the group works well together?		

(Note: Put and "X" on the line wherever you think the worker performs.)

IS THE WORKER A NEGATIVE INFLUENCE ON CLASS WORK?

DOES HE (OR SHE).....	YES	NO	SOMETIMES
- - wander around and yell a lot?			
- - speak out of turn?.....			
- - try to make excuses to leave class to avoid work			
- - always complain?			
- - have trouble getting along with others			
- - goof around instead of use..... class time properly?			
- - consistently arrive late?.....			

Appendix 38

PAYROLL CHECK

May 22, 1973

G. I. T., Inc.
2555 Gilham Road
Eugene, Oregon

No. 2010

Amount of Check
$ 647.60

Pay to: Joe Smith

Six Hundred forty-seven Dollars and 60 cents

To First National Bank
of Oregon
Eugene Main Branch Eugene

G.I.T., Inc.

Treasurer

63-104 :1234···0017:

Date Ending	Payment to	Hours	Regular Earnings	Other Compensation	State Disab.	Fed. O.A.	Withhold. Tax	Other Deductions	Amount of Check
5/20/73	Joe Smith	120	$800.00	$20.00	$8.20	$41.00	$123.00	—	$647.60

152

162

Appendix 39

YOUR PAYROLL CHECK

Many a person has been unpleasantly surprised when he has received his first payroll check. He quickly learns that there is a difference between the amount he earns and the amount he takes home. There are numerous deductions. Some of these may be required by law. Examples of these are:

1. Federal Old Age Insurance (Social Security)
2. Withholding Tax
3. State Disability Insurance
4. City Wage Tax

These taxes account for more than 20 per cent of the check. In addition to required deductions, there are voluntary deductions such as group life insurance, charity donations, union and/or professional dues, savings bonds, and others.

These deductions required by law are important. The Social Security deduction applies to your retirement, and the State Disability Insurance provides funds for you when you are unable to work because of illness or disability related to your job. Withholding tax is a means of collecting federal income tax. In addition, some cities tax income.

Deductions that are voluntary depend upon the company and employee. Some unions collect dues through a payroll deduction.

When you hold your first job, you should be prepared to realize that some of your paycheck will have been spent before you even see it.

Study the simple payroll check shown below and then answer the questions that follow.

PAYROLL CHECK

ACME Manufacturing

No. 453

March 31, 968

2307 16 Street
Oakland, California

AMOUNT OF CHECK
------ $437.80 ---------

PAY TO JOHN P. LEWIS

----------four-hundred and thirty-seven and 80/100---

ACME MANUFACTURING COMPANY

TO MANUFACTURER'S BANK
47-182 Oakland, California

Non-Negotiable

TREASURER

DATE ENDING	RECORD OF PAYMENTS TO	HOURS WORKED	REGULAR EARNINGS	OTHER COMPENSATION	STATE DISAB.	FED. O. A.	WITHHOLD TAX	OTHER DEDUCTIONS	AMOUNT OF CHECK
3/31/68	John P. Lewis	160	$550.00	------	$5.50	$24.20	$82.50	_____	$437.80

Employee's Sub

QUESTIONS

1. How much does John earn per month?
2. How many hours did John work?
3. If John is paid at the end of the month, what month does this check cover?
4. Name the bank that this check is drawn upon.
5. Who signed the check? Why?
6. What per cent of his salary did John have to pay to State Disability?

$5.50 / $550.00 = N/100

7. What does "Fed.O.A." stand for on the check?
8. For whom does John work?
9. How much income tax was withheld from John's salary?
10. What types of deductions might come under "other deductions"?
11. What might come under "other compensation"?
12. Describe briefly the various things John would have to do in order to cash his check.

Appendix 40

Name_____

How Would You Spend Your Money?

Using your take home pay which is $_____, decide how to spend your money for a month.

Make a listing of your budget on a separate sheet of paper.
Your total expenses cannot total more than your take home pay. Assume you are married with 2 children, ages 8 and 11.

Housing:

A. 2 bedrooms (1 child sleeps in the living room) - $150. a month
B. 3 bedrooms, - $200. a month
C. 3 bedrooms, nice neighborhood, large lawn, fireplace, landscaped - $250. a month
D. 3 bedrooms, family room, landscaped, fireplace, dishwasher, 2 baths - $300. a mo.
E. 3 bedrooms, family room, landscaped, fireplace, dishwasher, 2 baths, swimming pool - $350. a month
F. Fill in:

Automobile Costs:

A. 1966 used Chevrolet: gas - $20. payments - $30. Total: $50.00
B. 1970 Mustang: gas $20. payments - $50. Total: $70.00
C. 1972 Datsun: gas - $15. payments - $68. Total: $83.00
D. 1973 Chevrolet: gas - $20. payments - $100. Total: $120.00
E. 1973 sports car: gas - $25. payments - $150. Total: $175.00
F. Fill in:

Food:

A. Enough for meals and meat once a week - $65.
B. Enough for meals and meat three times a week - $100.
C. Low-priced meats with meals every day - $120.
D. Enough for meals, steaks often, extra for parties, snacks, etc. - $150.
E. Fill in:

Medical Needs:

A. No one is likely to need a doctor - $ 0
B. Maybe someone will be sick - $15.
C. Fill in:

Insurance:

A. Nothing will happen - $ 0
B. Average coverage for medical, life, and property - $35. a month
C. Well-insured - $40. a month
D. Fill in:

Utilities:

A. Basic electricity-gas (no extra appliances used) for heating, lighting, cooking, etc. - $25.
B. Basic utilities plus telephone - $40.
C. Basic utilities and telephone plus washer-drier, electric blankets, electric fireplace log, etc. - $45.
D. Fill in:

(Appendix 40 - continued)

Clothing:

A. None - $ 0
B. Replacing worn-out clothing or things outgrown - $15.
C. Replacement clothing plus a new outfit for at least one family member - $35.
D. Replacement clothing and a couple of new outfits - $55.
E. Replacement clothing plus at least one new outfit for everyone - $110.
F. Fill in:

Contributions:

A. None - $ 0
B. Give a little here and there - $5.
C. Dues to a club - $5.
D. Church contribution ($5. a week) - $20.
E. Dues and church - $25.
F. Dues and church - $25.00 plus
G. Fill in:

Recreation and Entertainment:

A. None - $ 0
B. One movie a month for family - $7.
C. One movie and bowling (or something) for family - $10.00
D. 2 family recreations plus extra money for kids to go somewhere with friends-$15.
E. Same as plan D plus dinner out once-a-month - $30.
F. Plan E plus
G. Fill in:

Extras:

A. Payments on Color TV - Stereo - $20. a month
B. Savings - $25.
C. Miscellaneous spending money - $30. a month
D.
E.
etc.

Appendix 41

Job Clusters

Construction - careers in building

Domestic and Custodial Work - cleaning and caretaking careers

Food Service - careers in food preparation

Managerial Work - careers developing and planning the work of others

Marketing - careers in selling goods or products

Mechanics - skilled work in repair of equipment

Social Service - careers in helping people with their problems

Public Service - careers in keeping the society going

Entertainment - careers in entertaining the public as part of leisure time

Metal Working - working with metal machines, making tools

Office Operations - careers in a business office

Transportation - careers involving moving people or products from place to place

Timber Products - careers in the lumber industry

Health Services - careers in safeguarding and curing disease and injury

Agriculture - careers in cultivating the soil, producing crops, and raising livestock

Graphic Arts - dealing with art, printing, photography, design

Appendix 42

Some Jobs in the Health Services Cluster

1. Physician ------- diagnoses diseases and treats people who are in poor health
2. Dentist --------- examine teeth and other tissues of disease or abnormalities of the mouth to diagnose
3. Dental Hygienist ----- work under supervision of dentist; remove deposits and stains from teeth for the control of dental decay
4. Dental Assistant ----- work with dentist as he examines and treats patients; makes patient comfortable, obtains records, prepares instruments
5. Dental Laboratory Technician ----- makes dentures, etc; does not see patients
6. Registered Nurse ----- follow medical treatment plan prescribed by doctor; give medicine, record symptoms, etc.
7. Licensed Practical Nurse ----- care for patients but do not have as much technical knowledge as the registered nurse
8. Medical Assistant ------ help physician and take care of paperwork of the physician
9. Surgical Technicians ----- assist surgeons in operating room
10. EEG Technicians ------- specialize in diagnosing brain disease and infection through special training in recording electrical activity of the brain
11. EKG Technician ------- take and process pictures of the heart beat to help the physician in diagnosis
12. Inhalation Therapist ----- treat patients with breathing problems
13. Optometrist ------- help patients improve and protect their vision
14. Optometric Assistant ----- assist in eye examinations and keep books for optometrist
15. Pharmacist ----- dispense drugs and medicine prescribed by doctor
16. Chiropractor ----- doctor who treats patients through manipulation of parts of the body, especially the spinal column
17. Occupational Therapist ----- plan and direct activities designed to help mentally and physically disabled patients more able
18. Occupational Therapy Assist. ----- work under occupational therapist to help disabled patients
19. Physical Therapist ----- help persons with muscle, nerve & bone diseases or injuries overcome their disabilities
20. Physical Therapy Assist. ----- work under physical therapists to help patients
21. Speech Pathologists ----- help persons with speech and language disorders

(Appendix 42 - continued)

22. Audiologists ----- help persons with hearing problems

23. Medical Laboratory Worker ---- perform laboratory tests for patholcgists using special instruments and tests of a laboratory

24. Radiologic Technologist ----- operate X-ray equipment

25. Medical Record Librarian ----- prepare and analyze records and reports on patient's illness and treatments

26. Dietician ----- plan nutritious and appetizing meals to help people maintain or recover good health

27. Hospital Administrators ----- manages and directs the varied activities of a hospital

28. Sanitarian ----- inspect food manufacturing, waste disposal, housing for health hazards

29. Veterinarians ----- diagnose and treat diseases and injuries among animals

30. Pathologist ----- physician who specializes in diagnosis of diseases

(Appendix 42 - continued)

Questions on the Health Services

Jobs are grouped in clusters so people can choose an area of interest for themselves and then match their own personalities to specific jobs within the cluster. Look over the health services careers list and answer the following questions on a separate sheet of paper.

1. List 10 of the health services careers that would involve working with people as a major part of the job.

2. List 5 of the health services careers that involve gathering information, making tests, keeping records, etc.

3. List 5 of the health services careers that deal mostly with equipment or things rather than people or information.

4. A person enjoyed cooking for fun and also thought the health service area might be interesting; which career might be a good choice?

5. Name which health service careers might be done in a school situation as well as in a hospital.

6. Which of the health service careers might involve outdoor work?

7. Suppose a person had always wanted to be a doctor but his grades in school just were not good enough, which jobs might be a good choice for him?

8. Which job on the list would most be like a Principal's job in a school?

9. Which careers involve chemistry as a major part of the work?

10. Place a star by each job on the list that you think might fit your personality. Ask yourself: do you want to be around people when you work? do you like indoor work? etc.

Social Service

Domestic & Custodial

CLUSTER GITTO

You cannot win until ALL hexagons and circles are completed!!!

Write a Job in the circles that starts with the letter

Metals

C

G

Marketing

Transportation

L

I

Agriculture

Construction

U

T

Graphic Arts

S

T

Managerial

Mechanics

T

O

Entertainment

BONUS !!!

Name 3 Professions.

Public Service

E

Office Operation

R

Health Services

Appendix 44

D.O.T. Information Sheet

DATA: information, knowledge, interpreting, involving ideas, numbers, symbols

.___ ___ ___

0 Putting facts together to get a result
1 Deciding when, where, and how to do something
2 Looking over data and deciding if it is worthwhile
3 Collecting or classifying data
4 Performing arithmetic and using the answers to solve problems
5 Copying data, recording facts
6 Comparing likes and differences in data, people, or things
7 Not related to data
8

PEOPLE OR ANIMALS: humans or animals being treated individually

.___ ___ ___

0 Giving advice to people in terms of them personally
1 Working together with other people to make decisions to solve problems
2 Teaching others
3 Assigning duties to others and organizing their work
4 Amusing others, entertaining
5 Persuading others to buy something or do something
6 Talking with others to give directions
7 Attending to the needs of other people or animals
8 Not related to people or animals

THINGS: nonmoving objects

.___ ___ ___

0 Adjusting and repairing machines, technical
1 Having to think out placing of objects and use of tools to do the best job, using judgement
2 Starting, stopping, controlling a machine that makes objects or materials
3 Starting, stopping, controlling a machine that must be steered
4 Using your strength or tools to move or place objects or materials, using judgement
5 Adjusting gauges, timers, turning valves, tending a machine, no judgement involved
6 Placing materials in or removing them from machines or equipment
7 Using strength or tools to carry objects; no judgement involved
8 Not related to things

NOTE: The lower the number the more involved in each category.

Appendix 45

D.O.T. Worksheet

My DATA-PEOPLE-THINGS number is

.____ ____ ____

1. Guessing D-P-T numbers (see job descriptions, next page)

Occupation	my guess	actual number
a. Licensed Practical Nurse	_____	_____
b. Sawmill Worker	_____	_____
c. Policeman	_____	_____
d. Truck Driver	_____	_____
e. Salesclerk	_____	_____
f. Teacher Aide	_____	_____
g. Electrical Appliance Serviceman	_____	_____
h. Carry-out Boy	_____	_____

2. Answer the following about D-P-T numbers:

a. If a job has a D-P-T number of .278 it would be correct to say it is mostly a thing job. True or false? _____

b. It seems logical that a bookkeeper would have a D-P-T number something like this one: .338. True or False? _____

c. Which job would have a higher people rating: Teacher or psychiatrist? _____

d. How many digits are there in a D.O.T. number? _____

e. My personal D-P-T number shows that I am more of a (circle one)

people person thing person data person

Answers:

1. DPT

a) 079.378
b) 667.782
c) 375.268
d) 905.883
e) 290.478
f) 099.368
g) 827.281
h) 920.887

2.

a) False
b) False
c) psychiatrist
d) 6
e) whichever digit is smallest is the area that most interests you

cut off along line

(Appendix 45 - continued)

Job Descriptions

Licensed Practical Nurse

Gives ordered medicine and treatments
dresses wounds and gives massages
bathes, dresses and assists patients
helps with routine laboratory tests

Sawmill Worker

Places logs onto carriage to cut planks
May sharpen saw teeth
Straightens lumber on moving conveyors
runs sawing machine to straighten edges of lumber
unloads logs and rolls them onto sawmill deck
examines logs for defects

Policeman

Patrols city streets
Makes arrests, takes lawbreakers to jail
Controls traffic
Checks causes and results of accidents

Truck Driver

Inspects equipment and supplies
Drives truck
Performs emergency roadside repairs
Loads and unloads truck

Salesclerk

Helps customer find what he wants
Rings up sales; makes change
Fills in, arranges, and dusts stock
Wraps or bags merchandise
May record sales; reorder merchandise

Teacher Aide

Helps teacher with personal needs of children
Helps pupils with work
May take attendance; collect money, etc.
Make out papers; grade papers; record marks

Electrical Appliance Serviceman

Delivers and installs new appliances
Estimates cost of repairs
Makes service calls to find trouble
Repairs, adjusts and may replace parts
Tests appliance

Carry-out Boy (box boy)

Puts groceries into bags or boxes
Takes groceries to customer's car
Brings shopping carts back to store
May mark food & stock shelves
May sweep, mop, and take out trash

Appendix 46

Folder Checklist for G.I.T.

	Student check	Teacher ck
The vocabulary of the World of Work		
Sample "want" ads from G.I.T. Guard		
Job application for G.I.T., Inc.		
Questions that should be answered about a job		
Definitions of job clusters		
The Health Services Cluster as an example		
A job study form		
A business letter form		
Paycheck		
Your Payroll check		
Evaluation summary of group work		
D.O.T. information sheet		
Interview Questions		

Assignment:

Also, for your folder make a sheet entitled

"Where to Find Job Information"

and list 8-10 ways you can get job information

	Student	Teacher
Check here when finished	( )	( )

Appendix 47

Name_____

REVIEW

1) Tell the meaning of the following in terms of jobs.

reference_____

maiden name_____

skill_____

dependents_____

marital status_____

unemployment compensation_____

employer_____

employee_____

earnings_____

advancement_____

fringe benefits_____

social security_____

apprentice_____

journeyman_____

2) a. Jobs are classified according to their involvement in 3 areas. What are these areas?

_____ _____ _____

b. Tell the data-people-things number for the following jobs:

reporter _____ interior decorator _____

cartoonist _____ chiropractor _____

3) True or False?

a. The U.S. population is at least 195 million. _____

b. There is greater unemployment (%) among Negro workers than among white workers. _____

c. Agricultural employment is expanding at a fast rate. _____

d. Unemployment rates are low due to inflation. _____

e. Teaching jobs are easy to get. _____

(Appendix 47 - continued)

f. Usually journeyman workers must have graduated from a 4-year college. _____

g. Most businesses require people wanting jobs to fill-out detailed information sheets before they consider them for employment. _____

4) Unscramble the following words that pertain to work or careers.

KORW	RETPAPNIEC	RAEREC	RAHLO
NUMIO	ATAD BOJS	EJOPPE SOJB	

Appendix 48

Name_____

G.I.T. FINAL TEST

		True	or	False
I.	a) The following is a good guess for the D.P.T. number for a doctor: .274	a)___		___
	b) A job has a D.P.T. number of .146. That means it is mostly a people job.	b)___		___
	c) A secretary fits in the public service job cluster.	c)___		___
	d) The University of Oregon would be a place to get training to be a plumber.	d)___		___
II.	a) The future is bright in agricultural careers because the demand is high.	a)___		___
	b) Normally, if you want a job you have to fill-out detailed information about yourself before you are even considered.	b)___		___
	c) 4 years of college will prepare a person to be a doctor.	c)___		___
	d) One federal retirement plan is called Welfare.	d)___		___
III.	a) A journeyman usually needs 4 years of college.	a)___		___
	b) Getting paid vacations as part of your job is an example of a fringe benefit.	b)___		___
	c) Unemployment is low nationally because it includes only 6% of our working age population	c)___		___
	d) A person who has completed an apprenticeship is called a journeyman.	d)___		___
IV.	a) Every student at Cal Young would give the same answer if they were asked for their "marital status".	a)___		___
	b) There are 3 digits in a D.O.T. number.	b)___		___
	c) The punctuation that should be used after the greeting of a business letter is a comma.	c)___		___
	d) Employers hire employees.	d)___		___

(Appendix 48 - continued)

Page 2.

Vocabulary Matching:

Column I	Column II
____ 1. reference	a. wages or salary
____ 2. maiden name	b. promotion or moving up in a job
____ 3. skill	c. worker
____ 4. dependents	d. extra things that go with a job, other than wages
____ 5. marital status	e. an experienced worker, a craftsman
____ 6. unemployment	f. someone learning a trade or job
____ 7. employer	g. person to go to for information
____ 8. employee	h. name before you were married
____ 9. earnings	i. boss, person who hires other people
____ 10. advancement	j. your married state
____ 11. fringe benefits	k. pay given to you when you're out of work
____ 12. social security	l. things you can do, ability to do something
____ 13. apprentice	m. federal government retirement system
____ 14. journeyman	n. people who depend upon you for a living

(Appendix 48 - continued)

CAREER SUMMARY

Court Reporter

Duties:

The Court Reporter is responsible for recording every word that is spoken during court sessions--the testimony of all witnesses, the arguments of counsel, and the decisions of the court. He or she operates a Stenotype machine or records through written shorthand. The Court Reporter takes notes for one to six hours each working day and transcribes the notes for the rest of his working day.

The operator of a shorthand machine records spoken words by striking the keys on the machine which automatically prints symbols of English syllables, characters, words, or phrases on a strip of paper. This paper tape serves as a permanent record which can be filed and used for future transcription or reference purposes.

The Reporter who takes written notes uses a special pad on which to make the notes. This pad serves as a record.

Whether notes are taken by machine or by hand, the Reporter must record every word spoken by all participants in the court proceedings. He is required to take notes accurately and completely at speeds ranging from 60 to as high as 300 words per minute during rapid-fire cross examinations. If he is called upon to read any part of his notes during court proceedings, he must be able to do so fluently and accurately.

The Court Reporter transcribes his notes between and after court sessions. Although complete transcripts are not always required, the Reporter must be able to transcribe his notes himself, or dictate them into a dictating machine to be typed by a transcribing machine operator. In either instance, the Court Reporter is responsible for the complete accuracy of the transcript. When transcripts are required before the next session of the court, the Reporter may work late hours to complete the transcription.

The Reporter may also act as secretary to the judge, or if permitted by the court, take dictation from lawyers.

Working Conditions:

The Court Reporter usually works under favorable physical conditions in clean, comfortable surroundings with proper lighting.

He works under some mental strain in order to record all testimony, especially when people are talking fast, have poor diction, speak with a foreign accent, or are difficult to hear. Medical or technical terms and slang language is often used during testimonies. The Reporter sits most of the time while taking notes or transcribing. He uses his hands and fingers constantly. He may work under pressure of time limitations.

Personal Requirements:

The aspirant to this occupational field should have excellent hearing and vision, good powers of concentration, finger dexterity, eye-hand coordination, and emotional stability. Intelligence, self-organization, and patience are among essential traits needed. Naturally, the aspirant must have the aptitude to develop into an excellent typist and be able to meet and get along well with all types of people.

(Appendix 48 - continued)

Education and Training:

The minimum educational background is high school graduation followed by specialized training in court reporting. A thorough command of grammar and spelling and a working knowledge of legal and medical terminology are necessary.

Many high schools today offer programs that include training in typing and shorthand. However, because of the exceptional skills needed for this work, training beyond high school is required. The Reporter must be trained so that no mental hesitation is his reporting is due to the lack of a thorough knowledge of his method of transcription.

The National Shorthand Reporters Association, 25 W. Main St., Madison, Wisconsin 53703 has a list of approved schools offering the minimum training program for court reporting. At least one correspondence school---LaSalle Extension Academy, 417 S. Dearborn, Chicago, Illinois 60605---offers a course in stenotyping.

In some states, Court Reporters must pass examinations to qualigy for appointments. Applicants in California, Illinois, Colorado, Iowa, New Jersey, Utah, Kansas, and Florida must pass a Certified Shorthand Reporter (C.S.R.) examination administered by state agencies to qualify for appointments.

Earnings:

According to the National Shorthand Reporters Association, earnings of Court Reporters depend upon the type of court in which they work, the area of the Country in which the court is located, and, of course, the skill and proficiency of the individual Reporters. Annual income of such Reporters ranges from $5,000 to $15,000 a year. In many metropolitan areas, they earn in excess of $12,000 annually.

Most Reporters receive vacation and holiday time off, sick leave allowances, and other fringe benefits.

During busy court sessions, most Court Reporters work well over 40 hours a week.

Measuring Your Interest and Ability:

One's interest and ability to do this type of work can be measured in a number of ways. High school counselors are usually able to provide aptitude tests and interest inventories to help determine interest and qualifications for this career. The State Employment Service administers occupational aptitude tests for clerical work including shorthand aptitude tests, typing tests, etc.

Above average grades in school, especially in English and in written work, ability to follow directions, and the ability to concentrate on a task despite interruptions and noise could indicate some potential for this type of job activity. Talk with experienced Court Reporters about their work and visit courts in session to observe their activities.

Outlook:

Court reporting is a small and competitive occupational field. Only those with a high ability can hope to attain success in it. In some areas of the Country, there are shortages of these specialists The National Shorthand Reporters Association estimates there are about 40 percent women in this field.

Opportunities for qualified men and women should increase slightly in the years ahead. Some job openings will result from retirements, transfers to other fields of work, and deaths of present Reporters.

(Appendix 48 - continued)

Related Careers:

The aspirant to this career might be wise to consider other somewhat related careers before making his or her final career decision. This might be wise because of the keen competition in this career and because there may be few or no job opportunities in the area in which you want to live. Some of these related careerists are legal secretary, stenographer, convention reporter, conference reporter, etc.

For Further Information:

Shorthand Reporting as a Career; National Shorthand Reporters Association, 25 West Main St., Madison, Wis. 53703.

Acknowledgment:

We gratefully acknowledge the assistance given us by the National Shorthand Reporters Association in revising this summary.

(Appendix 48 - continued)

Page 4.

Answer the following questions about the occupation of court reporter.

1) List at least 7 duties of a court reporter.

_____ _____ _____

_____ _____ _____

_____

2) What skills are necessary for this job? _____

_____

3) What courses in school help you in this job? _____

_____

4) Where can you be trained for this job? _____

_____

5) What kind of person is best for this job? _____

_____

6) What makes this job desirable? _____

_____

7) What is unpleasant about this job? _____

_____

8) Is there a demand for this kind of work? _____

9) What's the salary for a court reporter? _____

10) How many hours does a court reporter work (usually) in a week? _____

11) Are there any fringe benefits? _____ What are they? _____

_____

_____

Appendix 49

CAREER WORD SEARCH

Find the following words in the puzzle above. Words may be vertical, horizontal, diagonal, backwards but always in a straight line.

LOGGER
FARMER
JANITOR
MAID
TELEPHONE OPERATOR
RECEPTIONIST
FLORIST
CARPENTER
COSMETOLOGIST
PHYSICAL THERAPIST
SALESMAN
BARBER
TYPIST
FIREMAN
POLICEMAN
TEACHER AID
COOK
FORESTER
BELLMAN
NURSE
TRUCK DRIVER
WAITRESS
TELLER
BOOKKEEPER
CLERK
MECHANIC
SECRETARY
CARPET LAYER
AUTO REPAIRMAN
BUS BOY

ABSTRACT OF EXEMPLARY PROJECT
FUNDED BY OREGON STATE DEPARTMENT OF EDUCATION

TITLE: An Integrated Approach to Junior High School Career Education

INSTITUTION: Cal Young Junior High School

PROJECT DIRECTOR: Robert F. Berkley

ADDRESS: 2555 Gilham Road, Eugene, Oregon 97401

PHONE: 687-3234

PROJECT DURATION: 7-1-72 thru 6-30-73

COSTS

Federal	Local	Other	Total
$11,081	$14,500	$100	$25,681

NUMBER OF STUDENTS AFFECTED: 546 NUMBER OF STAFF INVOLVED: 16

Educational Setting:

School District 4J in Eugene, Oregon, serves approximately 21,000 students. We have eight junior high schools serving approximately 5,000 students. Cal Young Junior High School has about 650 students in grade 7, 8, and 9. The socio-economic status of the Cal Young attendance area could be described as middle income.

Purpose:

The purpose of this program is to provide a comprehensive, formal, Career Education Program to all 7th and 8th grade students through a Learning Center Program, integrate that program with all other Career Education programs in the school, and finally integrate Career Education into all subject areas.

Procedures and Outcomes:

The project was originally conceived by several staff members. Very soon one staff member, a Career Education teacher, formulated the Career Education Program through the Learning Center and implemented it. She also gave outstanding leadership to getting Career Education viewed as a necessary part of a good junior high program.

We are now utilizing a Faculty Career Education Committee, summer workshop time, faculty meeting in-service time, and college credit courses in Career Education to further develop the program.

The program has thus far produced a 170 page comprehensive teacher student course guide, a brochure disseminated throughout the state, and a formal Career Education Program which in the final stages of the project will reach all students in this school.

ANNUAL REPORT AVAILABLE FROM: Project Director

Annual Report
of
An Integrated Approach to Junior High School Career Education

An Exemplary Project
in
Career Education

July 1, 1972 to June 30, 1973

Conducted by

Cal Young Junior High School

Robert F. Berkley, Project Director

2555 Gilham Road
Eugene, Oregon 97401

A Project Funded by
Oregon Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

July 1, 1973

CAL YOUNG JUNIOR HIGH SCHOOL

REPORT

I. Background and Educational Setting:

School District 4J in Eugene, Oregon, serves approximately 21,000 students. We have eight junior high schools serving approximately 5,000 junior high school students with each junior high school having approximately 650 students. Cal Young Junior High School presently serves about 700 students in grades 7, 8, and 9.

The school year 1972-73 is the second year of a new program for this junior high school which involved rather massive changes. The goals of the changes made were (1) to provide students with more choice, (2) provide much more variety for both students and teachers, and (3) provide much better time periods for the various subject areas.

To meet these goals, many new courses and programs were instituted, a totally new schedule was provided, and much thought was given to the basic philosophy of education for this school.

One basic commitment the faculty made was to provide students with a formal Career Education Program. Fortunately, under the reorganization program, a Learning Center Program was established through which a Career Education Program could easily operate without competing for student time with any other program in the school.

The goal of our Career Education Program then became one of offering a formal Career Education Program to all 7th and 8th grade students through the Learning Center Program, and at the same time integrating this program with all other career education aspects of our total program.

II. Procedures:

As previously stated, this project was initiated because of a commitment to career education by this faculty. Soon the Department Chairmen of this school, the School District Co-ordinators of Career Education, and the Director of Education of our region, were all involved in planning for this project. We soon identified the teacher, Miss Carol Gorby, who should be our Career Education teacher. She began assuming more and more responsibility for the actual Career Education Program while the Project Director assumed more and more responsibility for the organization and administration of the total program.

A vital part of the organization became the establishment of a Career Education Committee. The Career Education teacher was at first Chairman of the committee. It soon became apparent that it would be much better for some other teacher to assume responsibility for that role. Mr. Gene Henry, our Business Education teacher, emerged as the leader of this group and was soon appointed as Chairman.

During this entire planning and developing stage, we were in almost constant contact with the State Department of Education

through Dan Dunham and Tom Williams, who provided assistance in getting the program under way.

To provide for the orderly implementation of the program we soon began to see it as developing in three phases:

PHASE I:

A. A definite Career Education Program for all 7th and 8th grade students.

B. SUTOE, which reaches one half of the 9th grade.

PHASE II:

A. Refinement of the Career Education Program for all 7th grade students.

B. A separate Career Education Program for all 8th grade students along with the development of a Career Education Materials Resource Corner in the Learning Resource Center.

PHASE III: (All Students Involved)

A. A well conceived Career Education Program for all 7th grade students.

B. A well conceived Career Education Program for all 8th grade students.

C. A good Career Education Materials Resource Corner in the Learning Resource Center.

D. All subject area classes involved in Career Education.

E. SUTOE available for work observation and CIS Program.

For the 73-74 school year we have now decided to commit the time of a counselor to the Career Education Program. He will

become a full time Career Education teacher/counselor. He will spend all of his time in Career Education activities and not in the activities usually associated with counselling. Nevertheless, all of his activities in Career Education will be in the area usually defined as counselling/guidance.

We will than have the Career Education teacher developing the separate 8th grade Career Education Program.

The Chairman of our Career Education Committee will, this summer, be taking the Career Education CADRE training at OSU and we hope will be well prepared to implement the phase of our program which requires getting Career Education throughly involved in all subject matter areas. He will do this via working with the Committee.

We have had faculty meetings concerning Career Education as described in our quarterly reports, we are working toward new stratigies of total staff involvement in Career Education, and hopefully your staff will be able to participate in a DCE course concerning Career Education in the fall of 73.

The course guide for our GIT (Getting It Together) Career Education Program, which is the heart of our Career Education Plan for junior high school students, is now complete and is ready for dissemination. This guide is complete in every detail including lesson plans, all materials for each lesson, and a complete bibliography for further references.

III. Results or Accomplishments of the Project:

1. The objectives of this project appear both in the original proposal and in the attached Final Evaluation Report submitted by the outside evaluation team. The objectives stated in the Final Evaluation Report as submitted by the team, are those which are directly related to student behavior. The final report shows that we set eleven specific student behavioral goals. Goals 1 through 5, and 9 through 11 were met. Goals 6, 7, and 8 were not met. It would become then, a goal of the project to meet goals 6, 7, and 8. It is our conviction, at this time, that if another evaluation had been made at the very end of the year, these goals would also have been met. (Please note four additional in-district evaluations.)
2. A complete, comprehensive, formal, Career Education Program for all 7th and 8th grade students for the 72-73 year.
3. An expansion of the SUTOE Program. The number of students enrolling in this course doubled in the second year of the program, i.e. from 50 students to 105.
4. One thousand dollars of Career Education print and non-print materials were ordered for a Career Education Corner in the Learning Resource Center.
5. Expansion of the use of the CIS Program.
6. Expansion of the community involvement and awareness of Career Education. 156 lay people became involved in our program.
7. Increased school district awareness of the possibilities of Career Education in a total junior high school Program.

This came primarily through visitation and a presentation made to the top administrative personnel of School District 4J.

8. Commitment of a full time counselor to our Career Education Program for the 73-74 school year.

9. A comprehensive program under the name of GIT (Getting It Together) which does for junior high school students what the homeroom, CORE Program, social living, and traditional counselling programs could not do--namely, help students with the major objective of education--one of self-awarness. This is the major accomplishment of our project.

IV. Conclusions and Recommendations:

1. It is extremely difficult to formulate a sound program, write a proposal for it, and then revise the program in terms of the degree of funding finally granted. As the degree of funding changes, we must re-orient the objectives of our program. We need to do a better job of restating our objectives, when we know the final degree of funding and after our program is completely formulated for the coming school year. Then, we can assure that the evaluation process evaluates the program in terms of the most recent and realistic objectives.

2. The project teacher, the Chairman of our Career Education Committee, the Project Director, and some other faculty members are very much at one concerning the goals and implementation of Career Education in this school. We have a very solid commitment to the program, common feelings about the purposes, and most of all, the urgent need for

a sound Career Education Program in this junior high school and all junior high schools. We find that these feelings are not nearly that well developed on the part of other staff members. We believe this to be one of our major special problems.

We are suggesting that future action should be toward more staff commitment through a well planned in-service program. We are planning now for that action and will be looking to the State Department of Education for help.

3. For the school year 73-74 we are able to assume the responsibility for the implementation of the project prepared program with our present staffing. We do this by commiting the time of a counselor to this program.

When a new program is formulated for the 8th grade, we doubt that we can assume that program with our present teacher-pupil ratio staffing. We are not convinced, at this time, that our school district will commit more staff time. We are therefore in the dilemma of trying to decide what kind of program we can provide for the 73-74 school year for all 8th grade students, which may or may not be funded the following year. We believe we are going to be able to provide a program which the Learning Center staff can assume even if funding is not provided. However, we know that a much better program could be provided if the school district would provide the funding in the future.

Our future action with this special problem is quite clear:

We must somehow convince our school district to commit more staff time to Career Education. We can only do this by demonstrating to them that Career Education has high value for junior high school students. In recent years our school district has made further staff commitments in reading and instructional material centers. We hope to convince them that Career Education is just as important and demands the same kind of commitment.

3. We are rapidly expanding the involvement of the community in this program. We do this by way of parent help directly in the program and students going out into the community for work observation and work experience.

This brings the special problem of having enough visitation sites available without causing undue hardship upon the community. The future action suggested by this special problem is probably more coordination, perhaps outside this school, of junior high school students using community resources.

V. Summary:

1. Every junior high school can probably claim that they are involved in some way in Career Education if its broadest definitions are accepted. However, because of this special funding we are now providing the junior high school students at Cal Young with a valid, reliable, true Career Education Program. As stated before, this comes through the GIT Program.

We are also integrating Career Education into the total school program. This is an extremely difficult task. We were able to institute the GIT Program because we had a Learning Center as a place to put it and an opportunity to get students there without disturbing any other program. To get Career Education totally integrated into this school is another tremendous task. That will take more time. We really believe we can accomplish that task, we have many ideas about how to do it as presented in this annual report, and we are diligently proceeding to that task because we realize its importance and its urgency.

VI. Demographic and Statistical Information:

A. Number of schools involved in project	1
B. Total number of students enrolled in project schools	576
C. Total number of students directly served by the project	546
D. Number of staff directly involved in or served by the project:	
Professional/certificated	18
Classified	1
E. Estimated number of parents involved	75
F. Estimated number of other community persons and resource people involved	81
G. Estimated number of visitors to the project	8-10
H. Number of presentations on the project presented:	
In-District	3
Out-of-District	2
I. Total number of guides, handbooks, materials developed	2

Breakdown of Number of Copies Produced and Distributed:

Item	Number Produced	Distribution
Brochure	1000	674
Course Guide	100	25

VII. Summary of Costs

A. Source of Funds:

State/Federal	$11,031.00
Local	14,500.00
Other	100.00
TOTAL	$25,631.00

B. Breakdown of Costs:

	State/Federal	Local	Total
1. Project Administration	-0-	1,920.00	1,920.00
2. Staff Development			
-workshops	-0-	1,600.00	1,600.00
-released time	286.00	-0-	286.00
TOTAL	286.00	3,520.00	3,806.00
3. Supplies & Materials	1,000.00	300.00	1,300.00
-Course Guide:			
Labor & Materials:	$ 389.16		
Development Costs:	1,710.00		
TOTAL	$2,099.16		
-Brochure:			
Labor & Materials:	$ 245.12		
Development Costs:	145.00		
TOTAL	390.12		
4. Travel, per-diem	-0-	-0-	-0-
5. Consultants	-0-	-0-	-0-
6. Evaluation	389.00	-0-	389.00

FINAL EVALUATION REPORT

OF

CAREER EDUCATION PROGRAM

AT

CAL YOUNG JR. HIGH

196

Submitted by:

Anthony Kennedy
Darrell Jones
Alan Gubrud

Objectives	Met - Not Met	Comment
1. The student will be able to score at least 90% accuracy on a vocabulary test dealing with the world of work.	Met	
2. The student will complete a sample job application and then analyze a completed application from an interviewer's point-of-view.	Met	
3. The student will get release-time from school to visit on-the-job with the parent or parents if it can be arranged.	Met	
4. The student will study occupational clusters so that career choice will be in terms of general areas of interest instead of specific occupations.	Met	
5. The student will know how to make use of library resources for job study-specifically he will be able to use the card catalogue and the Reader's Guide.	Met	More depth on use of Reader's Guide and card catalogue is recommended.
6. Each student will write and send a business letter requesting free materials about an occupation of interest to him.	Not Met	These objectives have not been met because this material has not yet been covered. However, it is felt that they will be met when it is covered.
7. The student will be able to take any data-people-things number classification for a particular job and tell which of the three areas is most involved in the job.	Not Met	
8. The student will have an understanding of money's buying power and so will be able to list typical expenses for a family per month.	Not Met	
9. The student will be able to describe what a person must do to get a job.	Met	
10. The student will be able to list at least 5 resources for job study.	Met	

Objective	Met - Not Met	Comment
11. The student will be able to describe a hierarchy of work roles in a typical business and see the hierarchy in terms of varying skills and responsibility required for each role.	Met	

Recommendation:

1. That in the event of reduced funding from the proposed project to the approved project that the State Department assume the responsibility to see that revised objectives and written and submitted, which reflect the funding level.

2. It is felt that the project would benefit from increased communication between the following: The State Department of Education, The Eugene Public Schools, Project Director, and Project Initiators.

3. The recommendations that were made during the interium evaluation are still felt to be valid.

Commendation:

One goal of the GIT program is for the student to understand the meaning of job related terms such as cheerful, confident, reliable, self controlled, and pleasant. The evaluation team observed that the students understood the meaning of these terms. More importantly however, it was observed that these terms reflect the behavior conduct and mood of the students in their school life.

Preface

Because of the nature of the objectives stated for goals I and V it was decided that they could be best evaluated by the use of an objective test prepared by Tom Williams. The group results of that test were: 57% correct. This would seem to indicate that these objectives were only partly met. The project did not address itself to these objectives as a result of reduced funding.

	Objective	Met - Not Met	Comment
I.	1. The students will be able to group related jobs into clusters using appropriate job description references such as the D.O.T.	Not Met	Knowledge of clusters seems to be weak.
	2. When given a list of occupations the students will be able to locate information about an occupation of their choice which will include:	Met	
	3. The students will prepare a list of sources of occupational information in their community.	Met	More depth in this area would be beneficial.
	4. The students will be able to describe an occupational cluster, name several important clusters, and, for a cluster each has studied, give the common sorts of skills and knowledges required in this cluster.	Not Met	Because of lack of information concerning clusters.
	5. The students will state why people tend to specialize in their work and how this produces a more advanced technology.	Not Met	This objective has not been met only because of a lack of correlation of ideas.
I.	1. Each student will develop a personal analysis of himself (similar to the S.U.T.O.E. profile)	Met	
	2. The students, after developing their personal analysis and exploring types of jobs such as the Data, People, and Things categories in S.U.T.O.E., will be able to select several possible career choices and point out why these could be suitable for them.	Met	
	3. Each student, after having explored a career cluster in some depth, will relate his experiences to his personal analysis and evaluate the cluster as a career choice for himself.	Not Met	This was not met, because of a lack of information concerning clusters.
	4. "The students will be able to relate the skills, knowledge, attitudes, and habits of at least one elective and one required course to saleable skills in a future job." (S.U.T.O.E.)	Met	